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GUIDELINES FOR LAW ENFORCEMENT EDUCATION PROGRAMS IN COMMUNITY AND JUNIOR COLLEGES.

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IN VIEW OF INCREASING PUBLIC INTEREST IN AND NEED FOR IMPROVED LAW ENFORCEMENT TRAINING, THESE GUIDELINES PROVIDE INFORMATION FOR COLLEGES PLANNING OR PRESENTLY DEVELOPING THEIR PROGRAMS. DESCRIBED AND DISCUSSED ARE (1) THE QUALIFICATIONS, BOTH EDUCATIONAL AND PERSONAL, OF THE MODERN OFFICER, (2) THE WIDE RANGE OF CAREER CHOICE FOR THE CANDIDATE, (3) THE VALUE AND FUNCTIONS OF AN ADVISORY COUNCIL, (4) SELECTION, QUALIFICATIONS, AND RESPONSIBILITIES OF THE PROGRAM DIRECTOR AND HIS TEACHING STAFF, (5) VARIOUS DEGREE, SPECIAL TRAINING, AND CERTIFICATE COURSES, (6) FACILITIES AND EQUIPMENT, ON-OR OFF-CAMPUS, (7) RECRUITMENT OF PRE- AND IN-SERVICE STUDENTS, BOTH MEN AND WOMEN, (8) CADET PROGRAMS IN A WORK-STUDY PLAN, (9) MAINTENANCE OF AND NEED FOR PUBLIC RELATIONS, AND (10) CONTINUING PROGRAM EVALUATION. AVAILABLE POLICE SCIENCE DEGREE PROGRAMS THROUGHOUT THE NATION ARE LISTED. THIS DOCUMENT IS ALSO AVAILABLE FOR $1.50 FROM AMERICAN ASSOCIATION OF JUNIOR COLLEGES, 1315 SIXTEENTH STREET, NW., WASHINGTON, D.C. 20036. (HH)

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U. S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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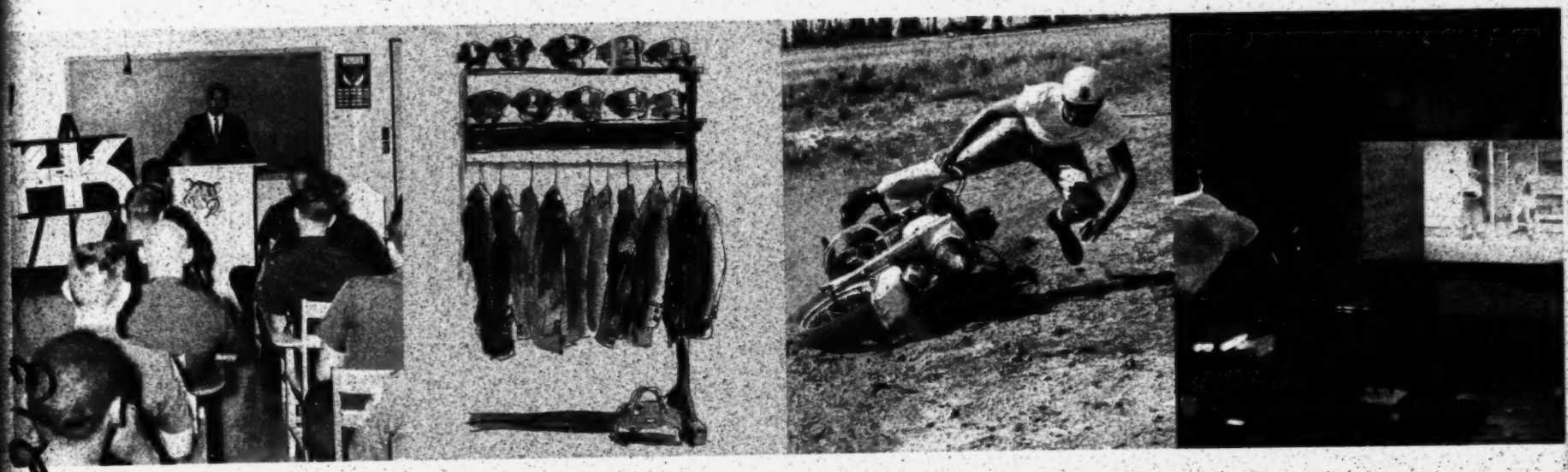

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FOREWORD

This publication was developed by the Occupational Education Project of the American Association of Junior Colleges, with the assistance of the W. K. Kellogg Foundation. The project represents the Association's efforts to provide guidance for community and junior colleges planning or engaged in the development of occupational education curriculums. *Guidelines for Law Enforcement Education Programs* is the first publication planned for the field of public service.

The decision to coauthor this document was made largely because of the national consultative roles played by the two organizations represented.

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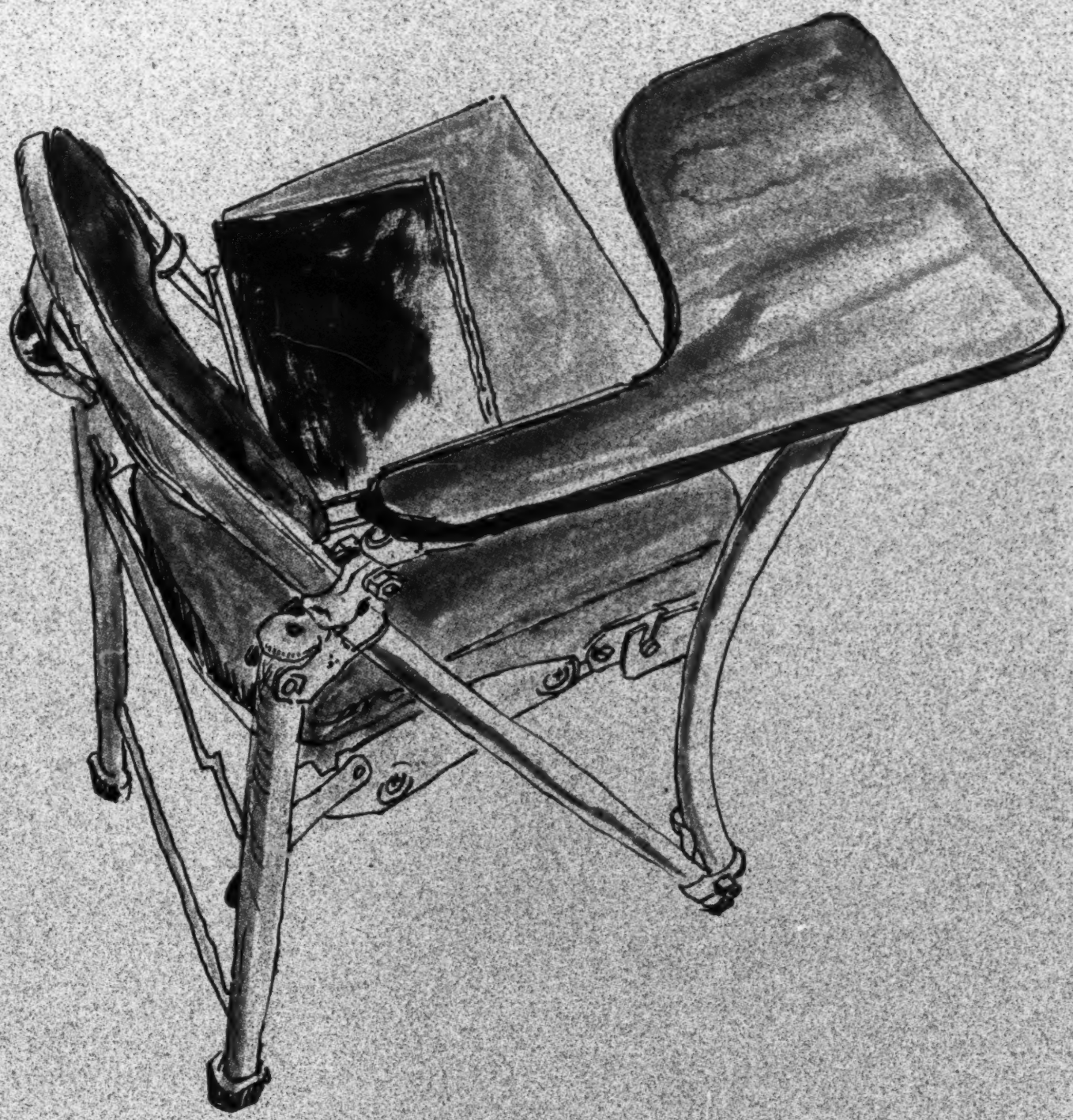


1. Education and the Law Enforcement Service

Although the national interest and momentum for law enforcement education has certainly increased recently, it is not entirely accurate to describe police education per se as a totally current phenomenon. The baccalaureate degree programs at institutions such as San Jose State, Michigan State, and Berkeley all originated in the 1930's. The evolution of police professionalization during the post-World War II era, when viewed in perspective, can be attributed in part to the California junior colleges. By making police education and training available throughout California, the junior colleges set a pattern which was eventually adopted nationwide. While the history of this process is most significant and pertinent in placing police education in perspective nationally, space does not permit its entry in this publication. For a detailed historical treatment of police education in the community college, see the master's degree thesis entitled *The Role of the Junior College in Police Education in California** which describes the beginnings of police degree studies and the maturing phases through which these programs passed.

Noteworthy, of course, during the 1920's was the prophetic leadership of Chief August Vollmer at Berkeley, who advertised in the University of California's student newspaper for young men to serve on the police department while obtaining their college education. Vollmer's criteria for selection were simple and direct: "high intelligence, sound nerves, good physique, sterling character, fast reaction time, good memory, and the ability to make accurate observations and correct decisions." †

A more recent statement was issued in 1965 by the International Association of Chiefs of Police Advisory Council on Police Education and Training. This group of national authorities assembled under a Ford Foundation grant stated that:

> Generally, it is conceded that today's law enforcement officer has a need for higher education. It is also generally agreed that within the next few years law enforcement officers will find higher education imperative.

The above observation is the result of consideration of the changes that society has and is experiencing in such areas as the population explosion, the growing pressure for education beyond high school, the changing nature of metropolitan areas, and the effects of tensions and pressures ranging from automation to race. The law enforcement officer is required to meet all kinds of people and innumerable kinds of situations; he must therefore:

1. Be equipped to make good value judgments
2. Be able to maintain his perspective
3. Be able to understand underlying causes of human behavior
4. Be able to communicate clearly and precisely
5. Possess leadership qualities
6. Be knowledgeable of skills.

In view of changing conditions which require flexibility, basic theory, and broad understandings, it is concluded that a wide spectrum of higher education must be available.

A published committee report from the International Association of Police Professors that same year reads as follows:

> The transformation of the United States from a rural to an urban society, the tremendous social problems resulting from herding people together in vast conglomerations around urban centers, the rapid acceleration of the drive for equality, the breakdown of many of our institutions which have heretofore maintained social stability, pose problems for police which are greater in both magnitude and complexity than those which they have faced before. We believe they demand changes in some of our approaches to police work. They require an increasing knowledge of the social sciences, especially psychology and sociology, and they require the capacity to adapt an array of technological devices to police work. Furthermore, it seems that at least the larger police departments of this country will not be able to escape the trend toward increasing specialization which is characteristic of virtually all other occupations in American society. This means that law enforcement education programs must be planned so that they include a hard core of work in the law enforcement field for all law enforcement officers, plus the opportunity to develop special skills within this broad field.
>
> Education and the development of knowledge and scholarship require certain habits of thought and the development of the capacity for critical analysis. Education also requires freedom of thought and discussion, critical analysis, and the willingness to entertain, for purposes of discussion, any idea – no matter how unorthodox or contrary to existing practice. Only by doing so can the full creativity of the human mind be released and developed.

*Farris, Edward. *The Role of the Junior College in Police Education in California.* Berkeley: University of California, 1964.

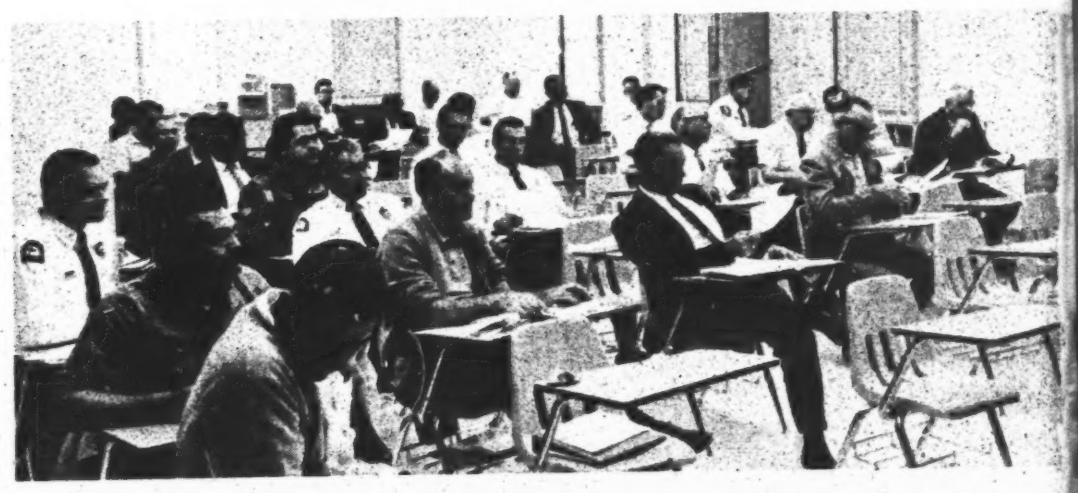
†Leonard, V. A. *The Police of the Twentieth Century.* Brooklyn: The Foundation Press, Inc., 1964. 200 pp.

That committee's report went on to point out that,

> policemen, as well as engineers, scholars, and administrators, need "intellectual vision." One can undoubtedly justify in police terms that part of education which is loosely called liberal arts. One can justify requiring art, music, literature, on the grounds that a policeman, in his work, sees so much of the seamy side of humanity that he should have some acquaintance with the sublime and noble products of the human spirit in order to keep his sanity, balance, and judgment. But these are not the real justifications; rather, we justify the requirements of liberal arts in law enforcement education on the grounds that they contribute in ways for which no substitute has been found, to the development of men as thinking, critical, creative beings, with an awareness of their relations to the whole of mankind. We do this in the faith that this type of man is a better man – whatever occupation he pursues.

Statements in support of law enforcement education are also found in the report by the President's Commission on Law Enforcement and Administration of Justice, published in 1967. This document, available through the U. S. Government Printing Office, reports that the median educational level for all policemen in the United States is 12.4 years, which indicates that many policemen already have done some college work. The commission believes this trend should be sharply accelerated. It should also be possible, the report points out, for every department to insist immediately that all recruits possess both the high school diploma and the demonstrated ability to do college work. The American Association of Junior Colleges is firmly convinced that the following points, clearly stated in the President's Commission report, are directly related to the role of the community college in meeting public service needs:

1. It should be the long-range goal of all departments to raise their educational standards.
2. Recruitment on college campuses and inner-city neighborhoods would not be successful unless police departments recruit much more actively than they now ordinarily do.
3. In order to attract college graduates to police service, starting and maximum salaries must be competitive with other professions and occupations that seek the same graduates.
4. Most of those departments that have already instituted high standards have had no unusual trouble remaining at authorized strength because of the attractiveness of working in such departments.



These selected statements indicate the growing potential within the law enforcement community for a greater involvement with higher education. Because of its flexibility, vitality, and proximity, the community college is clearly in a position to assist. Because of its low cost, concern for community needs, and responsiveness to student differences, the community college can well serve as the academic vehicle for a meaningful nationwide dialogue between the law enforcement community and study beyond the high school.

In the years since 1960, this movement has gained momentum. From California, through Florida, into New York, Michigan, and Pennsylvania, by 1963 the evidence of growth and expansion was even more apparent. The California State Department of Education reported in 1964 that enrollments in that state's junior college police science programs were second only to those of electronic technician programs.*

Underlying all of this unquestionably has been the ever-increasing search for a more attractive police image. Although this term means different things to different people it is difficult to foster pay, prestige, status in the community, and recognition as a professional within a system that makes few educational demands upon itself. The list of causative factors also must necessarily include: the increased recognition that greater knowledge is required in today's police operations; the wide array of social problems with which police officers are now confronted; the demands from community leaders for improved police-citizen contacts; mounting social disorders culminating in higher crime rates and, not surprisingly, the recent developmental experiences which other career fields have undergone.

Having briefly alluded to the rationale underlying law enforcement associate degree programs, a next logical step is to determine with some accuracy

*Professional Standards Division (IACP). "Educational Standards – California Progress Report." *Police Chief* 32:31; May 1965.

NUMBER OF POLICE SCIENCE DEGREE PROGRAMS AVAILABLE IN THE UNITED STATES AND OUTLYING AREAS†

	Associate Degree Programs (2-Year)	Baccalaureate Degree Programs (4-Year)	Master's Degree Programs	Number of Separate Institutions
Alabama	1	0	0	1
Alaska	1	0	0	1
Arizona	2	2	1	4
Arkansas	0	0	0	0
California	57	8	6	65
Colorado	2	1	0	3
Connecticut	2	1	0	2
Delaware	0	0	0	0
District of Columbia	1	1	0	1
Florida	9	1	1	10
Georgia	4	0	1	5
Hawaii	1	0	0	1
Idaho	2	1	0	2
Illinois	2	1	0	3
Indiana	1	1	0	2
Iowa	0	0	1	1
Kansas	4	0	0	4
Kentucky	1	1	0	1
Louisiana	0	1	0	1
Maine	0	0	0	0
Maryland	3	0	0	3
Massachusetts	1	1	0	1
Michigan	7	2	1	9
Minnesota	0	0	0	0
Mississippi	0	1	0	1
Missouri	4	1	0	5
Montana	0	0	0	0
Nebraska	1	1	0	1
Nevada	1	0	0	1
New Hampshire	0	0	0	0
New Jersey	3	1	0	3
New Mexico	0	1	0	1
New York	7	1	2	9
North Carolina	1	0	0	1
North Dakota	0	0	0	0
Ohio	4	2	0	6
Oklahoma	0	2	0	2
Oregon	4	1	0	5
Pennsylvania	5	2	0	6
Rhode Island	1	1	0	1
South Carolina	0	0	0	0
South Dakota	0	0	0	0
Tennessee	0	1	0	1
Texas	7	0	0	7
Utah	1	0	0	1
Vermont	0	0	0	0
Virginia	3	1	0	3
Washington	4	1	1	5
West Virginia	0	0	0	0
Wisconsin	2	0	0	2
Wyoming	1	0	0	1
Guam	1	0	0	1
Virgin Islands	1	0	0	1
	152	**39**	**14**	**184**

†From *Police Science Programs*, a directory published by the International Association of Chiefs of Police, Inc., in August 1967.

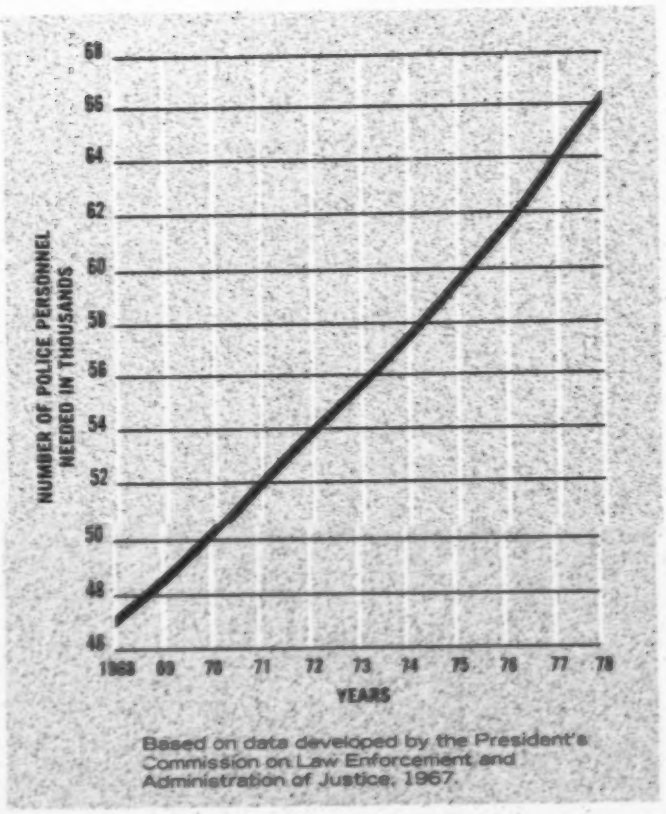
the need for police personnel at the career entry level. Once again we need only turn to the recent work of the President's Commission on Law Enforcement and Administration of Justice for a conservative estimate of the police recruiting situation. In its publication, *Task Force Report: The Police*, the Commission states:

> The Nation's police departments are encountering serious difficulty in maintaining their forces at authorized strength. A survey conducted by the National League of Cities in 1966 disclosed that over 65 per cent of the departments surveyed were understaffed.
>
> Since the authorized strength of police departments has increased at the rate of approximately 3 per cent each year, and since an average of 5.4 per cent of existing personnel leave their departments each year (due to resignation, dismissal, retirement, or death) 50,000 new police officers will be needed in 1967 alone.
>
> Commission recommendations for the addition of community service officers and staff specialists will require even greater numbers of police personnel.*

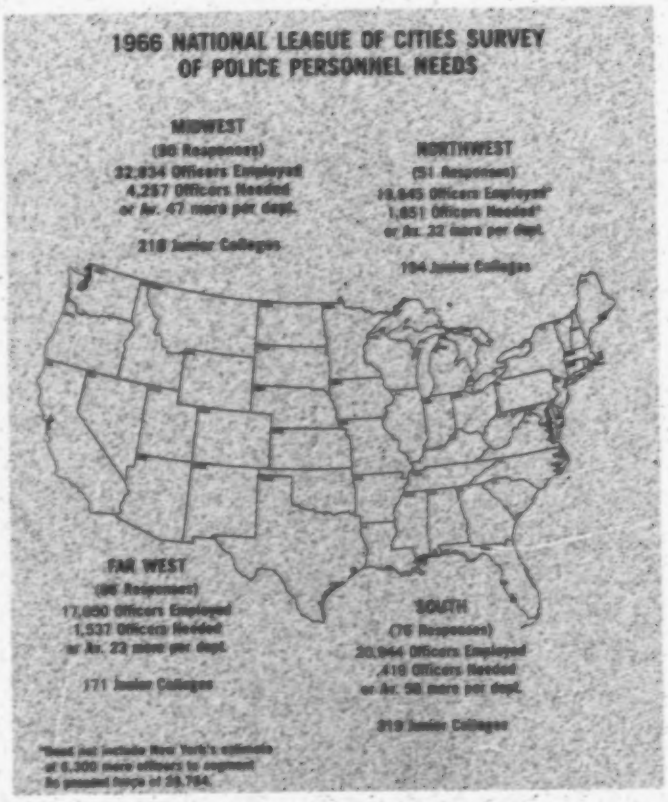
According to the National League of Cities survey, not only were the departments surveyed 5,840 officers under authorized strength, but they were 11,864 men under preferred strength. With the current focus of attention upon the nation's crime problems, the gap between authorized and preferred strength will narrow considerably in the years ahead.

Beyond the needs of the municipal police service, the personnel requirements of county and state law enforcement agencies must be considered. The state police alone, who number some 40,000 officers, have increased in strength at an average annual rate of 8.2 per cent in the period from 1955 to 1965. Although these figures do not include a multitude of career opportunities in other law enforcement and related criminal justice fields, they leave no question as to the significant number of career entry opportunities that await the qualified applicant in police service.

Having outlined the need for law enforcement education, both in terms of quality and quantity, it is appropriate to explore specific ways in which the community college can respond to requests for assistance both from the police service and the community at large.



Based on data developed by the President's Commission on Law Enforcement and Administration of Justice, 1967.



*The President's Commission on Law Enforcement and Administration of Justice. *Task Force Report: The Police*. Washington, D. C.: U.S. Government Printing Office, 1967.

2. Police Education and Training in the Community College

Unlike some occupational programs offered at the community college, the associate degree program in law enforcement has focused upon the need for a broad background of educational experience. It is designed to provide personnel with the knowledge and understanding necessary to operate effectively in the highly complex field of social control. Writing for the President's Commission on Law Enforcement and Administration of Justice, George W. O'Connor of the International Association of Chiefs of Police suggests:

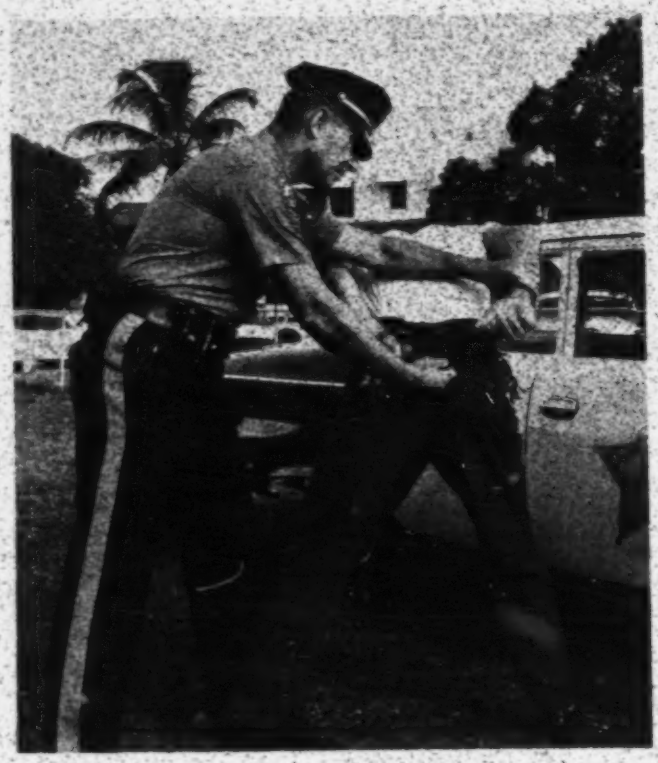
> It is nonsense to state or to assume that the enforcement of the law is so simple that it can be done best by those unencumbered by a study of the liberal arts. The man who goes into our streets in hopes of regulating, directing, or controlling human behavior must be armed with more than a gun and the ability to perform mechanical movements in response to a situation. Such men as these engage in the difficult, complex and, important business of human behavior. Their intellectual armament—so long restricted to the minimum—must be no less than their physical prowess and protection.

Primary emphasis in law enforcement degree programs has been upon the nature and implementation of the law enforcement function rather than upon the traditional entry skills. These have historically been provided after employment by the employing agency. The lack of emphasis on entry skills, the liberal arts content, and the focus of professional courses on theory and control of police operations is sometimes mistakenly interpreted as an indication that associate degree programs are concerned with preparing chiefs of police rather than patrolmen. This, of course, is not the case. To operate effectively in today's society the patrolman must understand the nature of the police function and the principles of human behavior no less than he understands the use of his side arm or the law of arrest. The associate degree program then is designed to prepare the individual for a career in modern law enforcement by providing him with the background and understanding necessary to function at the entry level and to advance to the limits of his ability. With a sound educational background and the basic and specialized training provided by his agency, the police officer is prepared for a career of service to his profession and his community.

A secondary advantage of a broadly based associate degree program is the potential for entry into a variety of career patterns. While most community college programs address themselves primarily to the needs of local police agencies, a large number of related law enforcement and criminal justice career fields are open to the graduate of the type of police program discussed above. The following list suggests a few such career fields.

Federal: Central Intelligence Agency; U. S. Secret Service; Internal Revenue Service; Bureau of Narcotics; Bureau of Drug Abuse Control; Border Patrol; Immigration and Naturalization Service; Military Police; Office of Naval Intelligence; Office of Special Investigations (U. S. Air Force); National Park Service Police; Federal Bureau of Investigation; and others for a total of over fifty federal agencies concerned with some aspect of law enforcement.

State: state police; highway patrol; crime control commission; liquor control commission; fish and wildlife agencies; narcotics bureau; crime laboratories; bureaus of criminal investigation and identification; and others for a total of over 200 state agencies in the United States.



Correctional: probation officer; parole officer; prison security officer; juvenile court officer.

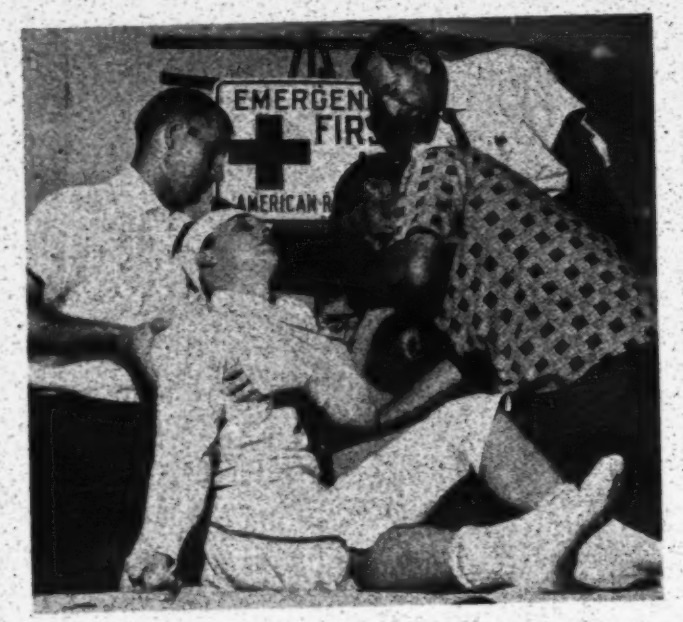
Private: plant protection and industrial security; insurance investigator; retail store security; private police; railroad, bus, airline security; private investigation.

While some of the above career fields require education beyond the associate degree level, with the exception of several federal agencies, most are open to community college graduates who present a broad knowledge of the process of administration of criminal justice and a basic understanding of human behavior.

Attention to the associate degree program should not, however, obscure nor limit other important roles of the comprehensive community college. To be of maximum service to the community, the law enforcement profession, and the student, the college will wish to consider programs designed to meet the training and education needs of personnel at several levels of police service and at various points in the career pattern. Preservice students and younger law enforcement officers will generally be most interested in the associate degree program, which will meet their long-range career plans. Older officers may be more concerned with a certificate program that will enable them to achieve more limited objectives and, at all levels of law enforcement, personnel will benefit from specialized training programs offered by the community college. The nature of local police service and the needs of individual students will determine the objectives and types of programs appropriate to a particular college.

Depending upon local needs and existing resources, there are many ways in which the modern community college can assist in the development of a truly professional police service in the United States. Some of the more obvious areas of service include:

1. The development of sound associate degree programs designed to meet the long-range career needs of the police profession
2. Identification of more limited one-year certificate programs for in-service police personnel with shorter range educational goals.
3. Provision of opportunities for in-service officers to take one or more professional courses to meet specific job objectives such as promotion or work-related background knowledge
4. Offering of in-service training courses to provide job skills and information
5. Coordination of regional basic or recruit training programs for the development of competencies in personnel which will enable them to function at the entry level in law enforcement agencies.



3. The Value of an Advisory Council

Any developing community college law enforcement program should seriously consider establishing an advisory council. When there is no full-time director, the need is perhaps greatest, and after a director has been named, he should find an advisory group very helpful. This should not suggest to the college administration that an outside group will be determining curriculum and other program details that are the responsibility of the academician. However, the advisory group may be asked to suggest subject areas that need to be included within the broad range of concentrated study.

All of the recognized professions have boards of competent practitioners who counsel and guide the academic preparation for entry into practice, and law enforcement should not be an exception. At its inception, the council must necessarily be broad in makeup because of the many phases through which a new law enforcement program must pass. As programs progress, the value of the council does not diminish, but its role changes and its sphere of influence actually widens. This occurs because the police executives who serve as council members are also hiring program graduates and are in a strategic position for making suggestions to better prepare students for police employment. Therefore, in the early stages of the program the council must not be created simply as a formality, but should be encouraged to ask penetrating questions and to express support of the program content, policies, and direction.

The purpose of the broadly based police advisory committee is to advise junior college administrators regarding the law enforcement instructional program. It shares with other occupational advisory committees some specific functions in that it:

1. Serves as a communication channel between college and community occupational groups
2. Lists the specific skills and suggests related and technical information for the course
3. Recommends competent personnel from business and industry as potential instructors
4. Helps evaluate the program of instruction
5. Suggests ways for improving the public relations program at the junior college
6. Assists in recruiting, providing internships, and in placing qualified graduates in appropriate jobs
7. Keeps the college informed on changes in labor market, specific needs, surpluses, etc.
8. Provides means for the college to inform the community of occupational programs
9. Assesses program needs in terms of the entire community.*

Depending upon the particular needs of the developing program, the advisory committee might meet as often as monthly or as seldom as twice a year. However, most college police program directors soon learn that individual members may be consulted informally should a problem arise.

Experience indicates that advisory groups may initially have some areas of study in mind which cannot be justified as credit course offerings. This gives the college the opportunity to move into the noncredit short course and workshop field at the urging of the police representation. There are few limitations on short course offerings when an advisory group is given the opportunity to make suggestions to the college. The only real limitations are in terms of space and the cost of classroom supplies and instruction. By diverting some of their departmental training funds to assisting officers in attendance at college short courses, and by providing qualified instructors, local police agencies can support and encourage campus-based police training activities.

* American Association of Junior Colleges. *The Role of the Advisory Committee in Occupational Education in the Junior College.* Washington, D. C.: the Association, 1967.

The advisory council should have solid law enforcement representation and several top police administrators should be included. If travel is not prohibitive, there is no reason not to include a respected administrator who may be fifty or sixty miles away. It is best, of course, if municipal, county, and state enforcement jurisdictions can all be included. The emphasis should, however, be on the local level, since the community college is designed primarily to serve such groups. In addition, the college should be represented on the council by the director or person with immediate responsibility for program development and course offerings, as well as by a dean or division chairman who can offer administrative support in coordinating the needs of the police field and the capabilities of the institution. The remainder of the council can be made up of a prominent judge, a defense attorney who has demonstrated concern for police education, a representative from the counseling services of the high schools, or top management from the news media—such as a newspaper publisher or editor.

A number of colleges in the country have been asked to include correctional courses in their programs. In such cases the council would want administrative representation from the state department of corrections as well as from a nearby institution. Other possible inclusions in the council might be persons from the state department of education, local crime commissions, and private organizations representing specific interests. Assistance is also available from the American Association of Junior Colleges.

If the college is in or near the state capital, the advantages of representation from professionals concerned with good government are numerous and not to be overlooked. It may also be advisable at some point in the meetings of such a group to include representatives from related academic disciplines, since course offerings in these departments will form an integral part of the curriculum.

Appointments to the advisory council should always be staggered when made for specific terms. This will insure continuity and permit newly appointed members to learn from those with more experience. Regardless of the appointment method employed, however, a "briefing" should be provided for each new member to orient him to the duties of the council and to familiarize him with past accomplishments and plans for the future.

Beyond the initial question of course offerings and short courses to be presented, one may ask what other services the advisory council performs. It is through the advisory council that total police support can be gained for a new college program. The police agencies served by the programs adopt a climate of acceptance for education, and, since in the past there has been little contact between police practitioners and academicians, the council's role looms large. Members of the council must make public comments supporting police education, and they must encourage high school students to plan police careers that begin with attendance at the college. Members must set the example of hiring qualified college students in cadet programs and adopting incentives within the department for police officers who attain higher education. Council members must make every possible effort to insure that the relationship between police service and higher education becomes productive and rewarding. In other words, the advisory council has the task of making a college education not only a recognized, but a useful, sought-after commodity. Such support is essential to its full acceptance within the police community.

Certain far-reaching needs that arise from college programs also can be met by the council. The establishment of a scholarship fund, whether for in-service or preservice students, may well be achieved. Part-time employment in the police agency for young career-minded college students is desirable. In the not too distant future, it is hoped that leaves of absence will be granted so that qualified police officers can be invited to teach in a college program to alleviate the shortage of instructors in specialized courses. An advisory council, reflecting thoughtful police leadership, could make such a plan become a reality. The true test of a program's success is the extent to which graduates achieve successful police careers, and further, to what extent the program's knowledge is utilized within departmental operations. In all these tasks, dynamic guidance from the council will be indispensable.

4. Staffing the Program

The selection of the department or program director for law enforcement is a key determinant of the ultimate growth, development, and success of the total enterprise. The director should be employed as soon as possible after the administration determines that the law enforcement curriculum will be a part of the educational program of the community college and should have a part in as much of the program organization as possible, including curriculum and facilities planning, student selection, and the recruitment and selection of other faculty members.

Recruitment and Selection

The law enforcement field is the primary source for recruiting the program director and faculty members. There may be persons in the community with the required educational background who have been active in the police field in different positions. For various reasons they may be interested in leaving their practitioner responsibilities to become associated with the community college. In some instances, these people make their desires known to the administration. In other cases, however, the administration must talk with national police officials and educators to locate desirable applicants. If the advisory committee is selected prior to the appointment of a director, the council members may provide a source of applicants. The advisory committee members themselves, because their selection is based on knowledge and interest in the field and a concern for developing an educational program, may assist in recruiting. The committee members will often know of qualified persons in the field who may be interested in joining the faculty.

Universities or colleges offering a baccalaureate degree program in law enforcement or police administration are another source of faculty. Several offer graduate programs with emphasis on law enforcement and maintain a placement service for graduates. A listing of these colleges and universities may be obtained from the Professional Standards Division, International Association of Chiefs of Police, 1319 18th Street, N.W., Washington, D. C. 20036.

In its monthly *Police Chief* magazine, the International Association of Chiefs of Police lists available teaching positions in the law enforcement field. The American Association of Junior Colleges' *Junior College Journal* lists openings as well as applicants for positions.

Local, state, and national police associations have frequent contact with personnel desiring to change employment. Executives with these associations should be alerted to teaching opportunities available and qualifications needed for these positions.

The American Association of Junior Colleges and the International Association of Chiefs of Police frequently receive requests from members or teachers interested in relocating or who are knowledgeable about new opportunities in the law enforcement teaching field. Educational associations or state departments of education with occupational education divisions are in touch with other schools and teachers and may refer applicants to openings available.

Selection and Qualifications of Program Director

Job requirements or qualifications vary from one community college to another depending upon local or state regulations and the job description of the individual position. Qualifications may also be determined by the administration of a particular community college.

Following are some suggested qualifications for a program director with some teaching responsibility:

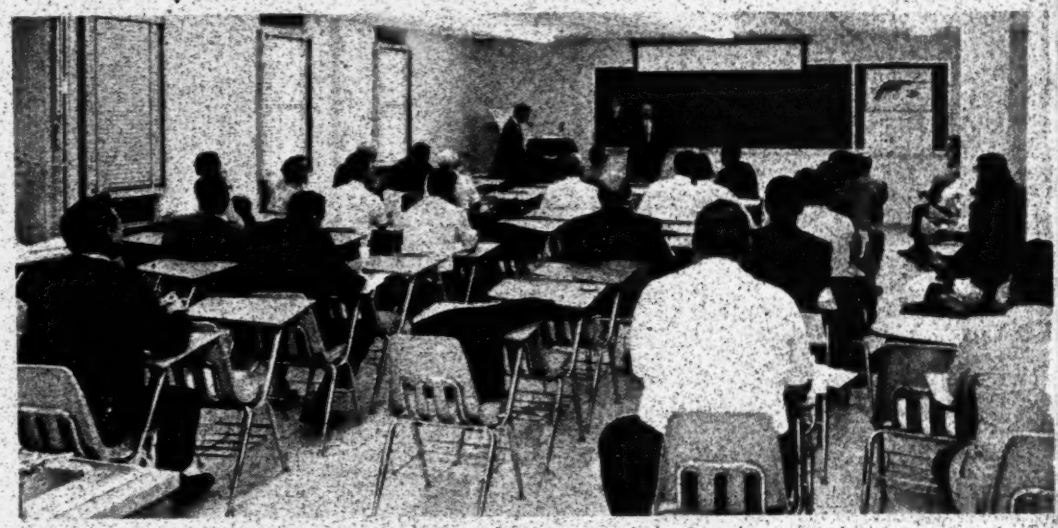
1. A bachelor's degree in law enforcement or police administration with a master's degree or its equivalent preferred
2. Occupational experience in the field
3. Desirable personal traits.

The department head will play numerous roles including those of teacher, counselor, public relations director, and liaison coordinator for the junior college program with the police field. Interest and concern for the needs and improvements of the police profession are imperative. Qualities which will enable him to work with advisory committees, employers, agencies, and civic organizations should be considered. Also of importance to the success of the program will be the program director's ability to work within the college setting and to function effectively with the administration and with other faculty members. His enthusiasm and interest in the

professional field and the student must be prime requisites for employment.

Qualifications of Teaching Faculty

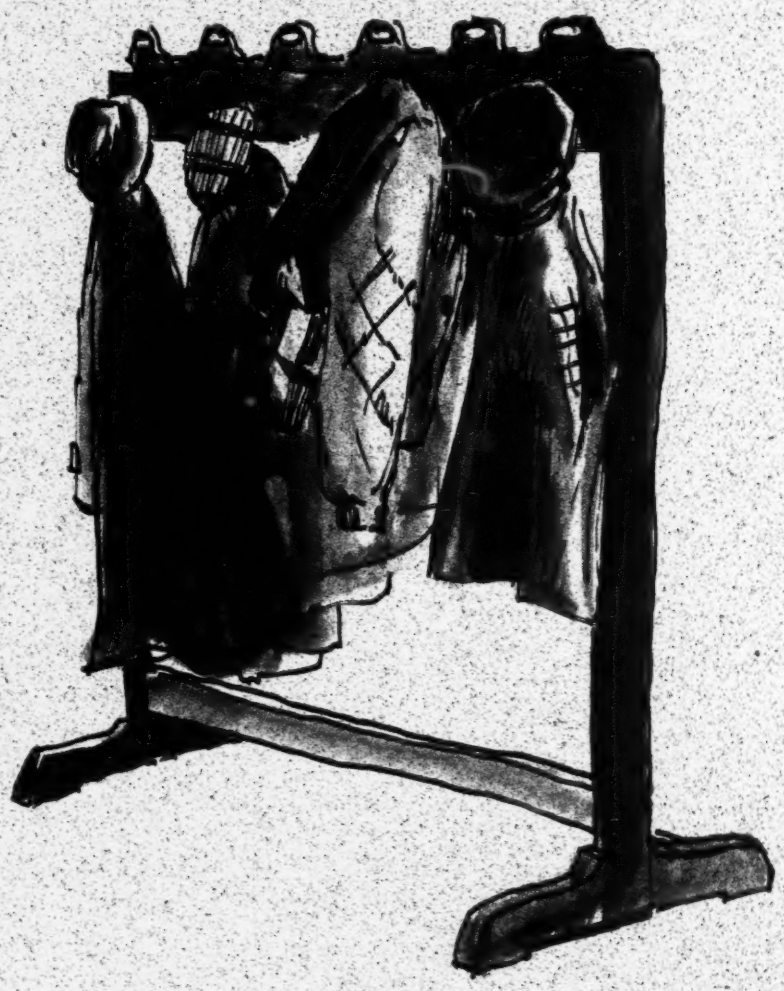
In terms of experience, the qualifications for teaching faculty may not be as rigid as for the director, but above all, the instructor must be competent in the subject area. Depending upon the subject area taught, varying amounts of field experience or formal education may provide the competencies needed. State laws differ widely in years of experience needed as well as education. Various types of teaching certificates are issued according to qualifications. Many local school systems, in cooperation with state departments of education, offer courses in vocational or occupational teaching methods or an in-service training program for full or part-time occupational instructors.



Administrators must not overlook the possibility of using part-time instructors from the field. Actually, the use of such faculty is often considered at about the same time that the decision is made to offer specialized courses. Some programs progress for several years with only a part-time faculty, although such a practice is not recommended. Because of the highly technical content of some of the law enforcement programs, it is not unusual to find criminal law, courtroom procedures, or introduction to criminalistics within the responsibility of part-time instructors. Such other specialized subjects as criminal and delinquent behavior, or traffic, may be taught by part-time instructors, depending upon the background of the full-time staff. For various reasons, fully qualified persons may initially be interested in teaching only one or two courses, but later may choose to join the faculty on a full-time basis. Lawyers and police executives are often in this category.

It is recommended that as much as possible of the program be taught by full-time personnel. It is not the intent of these guidelines to set an absolute limit in regard to use of part-time instructors, but only to stress that insofar as total program continuity is concerned, full-time instructors are more desirable.

Several questions must be considered before determining the appointment of the part-time instructor:



1. Should a ademic qualifications be essentially the same as for a full-time faculty member, or is specialized training and experience more important?

2. Should he be required to submit class outlines, a course syllabus, reading lists, and any other requirements expected of the general faculty?

3. What provisions can be made if his professional responsibilities make it impossible for him to meet all his classes?

4. In what ways can his participation best be integrated into the total program? Must he attend faculty meetings, and how can students discuss their course problems with him?

RESPONSIBILITIES OF THE FACULTY OF THE LAW ENFORCEMENT PROGRAMS

The director and faculty have a threefold responsibility: to the students, to the police service, and to the community college.

1. Responsibilities to the student:

a. To offer occupational guidance to the entering student

b. To provide continued educational and career guidance and follow-up after graduation

c. To develop through the curriculum offerings the necessary competencies in communications and human relations to insure success in the field

d. To meet the occupational needs of the student through professional knowledge

e. To aid the student during and after his formal training and employment in further educational development

f. To encourage the concept of continual education through both formal and informal instruction

g. To give students periodic evaluations of their classroom and laboratory progress.

2. Responsibilities to the career field:

a. To acquaint the police field and cooperating employers with their responsibility for cooperative work experience (cadet programs)

b. To offer to the field the best possible candidates to meet their employment needs

c. To keep the field informed of school services available

d. To provide assistance in evaluating a student's progress on the job

e. To offer programs of continuing education to the field

f. To offer advice and assistance to law enforcement agencies when solicited

g. To participate actively in professional organizations and activities.

3. Responsibilities to the community junior college:

a. To conduct necessary studies of occupational needs, surveys, or research

b. To insure that the curriculum reflects the current needs of the field

c. To inform and work with the counseling and guidance department on mutual problems of occupational education

d. To comply with all regulations, reports, etc., necessary for smooth functioning of the law enforcement program

e. To keep the administration informed of current happenings in the law enforcement field as they pertain to the educational program

f. To conduct a program that is consonant with the philosophy of the institution

g. To foster their own professional qualities.

5. Suggested Curriculum Patterns

DEGREE PROGRAMS

THE GENERAL EDUCATION CURRICULUM

The courses that are most readily available in any community college curriculum are some of the most desirable from law enforcement's standpoint. Yet, in the past, there has been a failure to take advantage of such offerings by most police agencies in the country. Courses such as English, sociology, psychology, political science, logic, and history are the very foundation of law enforcement's body of knowledge. To deny this would be to deny an emerging police profession, because all specialized fields of advanced study must be based upon certain academic core subjects. A field of human endeavor such as the police service has a broad base of essential knowledge and must demand of its practitioners certain achievements in terms of initial study.

Any community college in operation today can offer the actual or potential police officer a year's course in English composition. Likewise, it can expose the individual to the organized study of society and human behavior, along with social problem analysis. In addition, courses are available in general psychology, mental health, understanding group interaction, and personality development. Can anyone seriously question the value to the police officer of a foundation in the knowledge of his national, state, and local governmental structures? Courses in logic and the physical sciences will help to equip the law enforcement student with an awareness of fact recognition and to enhance his scientific deductive talents.

This discussion might go further, but the point is that a specialized curriculum, per se, is not necessary before steps are taken to extend higher education to the emerging law enforcement profession. Any college offering freshman and sophomore level courses can effectively serve as a starting point for the education of police personnel. In fact, because of the limitations of geography, staffing, and funding, it will be difficult in the foreseeable future to place specialized law enforcement courses within the reach of all of the nation's in-service and preservice police personnel. Since the unavailability of specialized programs in no way mitigates the critical need for higher education in the police service, the only choice remaining is for law enforcement to recognize the value of a general academic program, whether pursued in conjunction with a formal law enforcement program or not.

Further, it is obvious that no true profession can exist wherein some of its practitioners function with high levels of educational achievement and others perform their duties in the absence of learning and training. As the pattern to date suggests that specialized law enforcement programs have appeared mainly in states with the larger population centers, only an immediate stimulation of police interest and involvement in the general college courses will permit total and uniform professional progress in the law enforcement field. To fail to stimulate such a recognition suggests that police professionalization will accelerate in our metropolitan areas, but not in those communities that lack the specialized two-year program. Thus, the present picture dictates that all police executives recognize and appreciate the advantages to be gained from the appropriate utilization of existing educational facilities. The remainder of this section will be devoted to the various types of programs that may be developed by community colleges that find it possible to offer the specialized law enforcement programs for education and training.

TWO-YEAR LAW ENFORCEMENT DEGREE PROGRAMS

Curriculum Content

General education courses as well as professional courses vary somewhat in existing law enforcement degree programs. This variation can be attributed to differences in the history and development of individual programs, institutional philosophy, and the particular needs of local police agencies. Considering the rapid manner in which these programs have emerged in the community colleges, similarities among existing programs are far more remarkable than differences.

Basically, three types of curriculum patterns have been developed, each in response to one of the following needs:

1. A program heavy in the skills required for law enforcement entrance. This program, often called a "terminal" or "vocational" program, is intended for the student who does not wish to continue his education beyond the associate degree.

2. A program heavy in general education content. This program, often called a "transfer program," is intended for the student who plans to continue his education beyond the community college and wishes to meet the lower-division course requirements of the university of his choice.

3. A balanced program which would provide a good background in professional courses reinforced and supported by a number of carefully selected general education offerings. Such a program is designed to meet the needs of both the "terminal" and the "transfer" student.

Because experience indicates that a large percentage of police students elect to continue their education beyond the associate degree and because it is not possible to predict with accuracy the educational demands for advancement in the law enforcement career field in the years ahead, the American Association of Junior Colleges' Committee for Curriculum Development in Associate Degree Programs in Law Enforcement, after careful study and deliberation, recommended as a general guideline the adoption of the balanced police program. The committee, in reaching its conclusions, explicitly reported that such a program was recommended not because of its relative transferability, but because it was best designed to meet the current and future needs of the police profession.

The concept of a balanced police curriculum is meaningless if the objective of the program is merely to prepare the student for immediate performance of basic mechanical law enforcement tasks. Such a program assumes that basic operational skills will be imparted subsequent to employment, in the recruit or basic training program. Given such an assumption, AAJC's advisory council strongly urges consideration of a balanced program of the type outlined below.

LAW ENFORCEMENT CURRICULUM SUMMARY

GENERAL		PROFESSIONAL	
Subject	*Hours*	*Subject*	*Hours*
English	6	Introduction to Law Enforcement	3
Government (national and state)	6	Police Organization, Operations, or Administration	3-6
Psychology (general, developmental)	6	Law (basic criminal) (evidence, procedural)	6
Sociology (introduction)	3	Criminal Investigation, Criminalistics	3-6
Speech	3	Behavior (criminal, delinquent, juvenile)	3
Science, Logic, Math	6		
Humanities or Arts	3		
	33		18-24

Remaining credits in the program may be devoted to meeting specific graduation requirements or may be assigned to either general education or professional electives such as traffic, records and communications, community relations, juvenile procedures, or other courses designed to meet local needs.

The adoption of a program of the type recommended will not, of course, insure transferability of police credits to one of the thirty-nine colleges or universities that offer baccalaureate degrees in the administration of justice field. Such transfer arrangements must always be worked out on an individual basis. However, well-balanced programs are becoming more acceptable to senior institutions and such transcripts are currently being transferred on a regular basis without loss of credit.

It is difficult to overestimate the value of direct

discussions between the police program planner and officials of the universities to which police graduates may wish to transfer. When held early in the curriculum planning process, such an exchange can often strengthen the program and prevent later misunderstandings. Often only minor changes in the curriculum are necessary to satisfy senior institutions and these changes are always easier to make during the planning phase.

SUGGESTED BALANCED LAW ENFORCEMENT CURRICULUM

First Year

First Term		*Second Term*	
English	3	English	3
Psychology, Introduction	3	National Government	3
State and Local Government	3	Sociology, Introduction	3
Introduction to Law Enforcement	3	Police Operations	3
Police Administration	3	Police Role in Crime and Delinquency	3
Physical Education*	1	Physical Education*	1
	16		16

Second Year

Third Term		*Fourth Term*	
Humanities	3	Adolescent Psychology or Social Problems	3
Criminal Law	3	Logic	3
Mathematics	3	Criminal Evidence and Procedure	3
Criminal Investigation	3	Introduction to Criminalistics	3
Public Speaking	3	Elective	3
Physical Education*	1	Physical Education*	1
	16		16

DEVELOPING PROFESSIONAL COURSES

The establishment of a core of appropriate lower division occupationally oriented courses is very important to any specialized educational program.

Law enforcement program experience indicates that a number of critical areas of knowledge and competence must be presented. The initial course, frequently referred to as "Introduction to Law Enforcement," can serve not only to present the historical and philosophical basis for all police service, but also to orient the student toward the academic study of his chosen career. This is equally important to both the in-service officer and the preservice student. While the working police officer is not as greatly in need of a career orientation, it cannot be assumed that he is familiar with the various agencies, their jurisdictions, and official responsibilities. When the introductory course is concerned with the historical review of police service—recalling the notable past events that offer a rationale for more recent events, then proceeding toward a critical assessment and evaluation of today as well as the future—it greatly adds to the underlying strength of the program. The introductory course also assists the student in identifying sources of material and information, preparation of papers to increase his research capabilities, and furthering his confidence in assessing police work within the framework of higher education.

Beyond the introductory course, the body of formal knowledge can be identified in the major areas of administration and operations, investigation, criminal law, behavior (including juvenile), and traffic.

*Physical education requirement may be met by first aid, defense tactics, swimming, water safety, firearms, or related subjects. Students exempt from physical education may elect 4 additional credits.

BRIEF COURSE DESCRIPTION FOR SUGGESTED PROFESSIONAL COURSES

Required

Introduction to Law Enforcement 3
History, development, and philosophy of law enforcement in democratic society; introduction to agencies involved in the administration of criminal justice; career orientation

Police Administration 3
Principles of organization and management as applied to law enforcement agencies; introduction to concepts of organizational behavior

Police Operations 3
Line activities of law enforcement agencies with emphasis on the patrol function and the prevention of crime; includes traffic, investigative, juvenile, vice, and other specialized operational units.

Police Role in Crime and Delinquency 3
Introduction to deviant behavior and current criminological theories with emphasis on synthesis and police applications; crime prevention and the phenomena of crime

Criminal Law 3
Local, state, and federal laws; their development, application, and enforcement

Criminal Evidence and Procedure 3
Criminal evidence for police, types of evidence; criminal procedure in various courts; arrest, search, and seizure, collection of evidence, discretion, and related topics

Criminal Investigation 3
Fundamentals of criminal investigation; theory and history; crime scene to courtroom with emphasis on techniques appropriate to specific crimes

Introduction to Criminalistics 3
Physical evidence, collection, identification, preservation, and transportation; crime laboratory capability and limitations; examination of physical evidence within resources of the investigator and demonstration of laboratory criminalistics to the extent supported by existing or available facilities

Physical Education Options

Police Defense Tactics 1
Methods and techniques of self-defense, disarmament, and use of the baton; fundamentals of personal defense systems as they apply to police work; special techniques in crowd and riot control

Firearms 1
The moral aspects, legal provisions, safety precautions, and restrictions covering the use of firearms; care, maintenance, operation, and firing of police firearms

First Aid-I 1
Skills to be used in the treatment of injuries in an emergency situation; including emergency childbirth and other situations frequently encountered by police; award of American Red Cross Standard Certificate upon completion with a grade of C or better

First Aid—II 1
Continuation of First Aid I; American Red Cross Advanced Certificate will be awarded for successful completion

Electives *(A partial listing)*

Traffic 3
History, development, economics of the modern transportation system; agencies involved in traffic administration and control; police traffic engineering, education, and enforcement

Police Auxiliary Services 3
Law enforcement records, communications, jail operations, physical plant, equipment, laboratory, maintenance, and central services

Community Relations 3
The role of the individual officer in achieving and maintaining public support; human relations, public information; relationships with violators and complainants

Supervision 3
Principles of personnel management as applied to the police enterprise; evaluation and promotion, discipline, training, employee welfare, problem solving, leadership

CERTIFICATE PROGRAMS

Under certain circumstances, the junior college may receive considerable numbers of requests to develop a certificate program. Complete agreement may not easily be reached on such a question, but should a junior college decide to initiate a certificate program, some critical decisions must be made. Through thoughtful planning, the certificate can become an integral phase of the complete associate degree. If it is determined to require 30 credit hours for a certificate, then the junior college must select the most appropriate six or seven professional courses to include and thereby permit the inclusion of courses such as general psychology, introductory sociology, and perhaps speech or government.

Certificates differ in meaning and purpose, so students should be made aware of possible limitations in pursuing them. As long as course work on the certificate is applicable to an associate degree, the loss of credit issue should be resolved.

The certificate may afford the employed adult an opportunity to pursue initial study in his field of occupational interest, set an academic goal, and still allow for later continuation toward the degree. The certificate is of greatest value to mature adults whose formal schooling stopped after high school and who later are motivated to improve their career potential. The recent high school graduate and the adult with previous successful college level performance should be encouraged directly toward the degree.

A SUGGESTED CERTIFICATE PROGRAM

Introduction to Law Enforcement	3
Police Administration	3
Police Operations	3
Criminal Law	3
Criminal Evidence and Procedure	3
Criminal Investigation	3
Introduction to Criminalistics	3
	21
General Psychology	3
Introduction to Sociology	3
National or State and Local Government	3
	9
	30 credits

CAMPUS-BASED TRAINING PROGRAMS

As was mentioned previously, the junior college can make short course programs available for employed police officers. These may be suggested by the advisory council and should in no way overlap or interfere with the law enforcement degree program. The content should again be the decision of the college; however, colleges will do well to follow the suggestions of police advisers, since the administrators ultimately are responsible for sending personnel to the program. Whether labeled as institute, seminar, or short course, training presented at the junior college often has considerable appeal to local police groups.

The concern most frequently expressed by police executives is the scheduling of men both to meet the demands of the job and to take advantage of short courses. The junior college may wish to plan a duplicate program in the morning and evening of the same day to permit better police attendance. This can easily be arranged in courses of only a few days duration. Another technique to encourage attendance might be to offer courses on a longer term basis, which would demand fewer consecutive blocks of time. A course might begin on Wednesday noon and end Friday noon, a sequence which is then repeated once or twice a month for several months. Another possible time adjustment might be to begin on Thursday noon and end with a Friday afternoon session. Flexibility, responsiveness, proximity to the police population are obvious advantages that community colleges enjoy. Because of community service commitments, the junior college feels an obligation to make itself available, and there are many police training innovations, yet untried, that await joint exploration by the community college and local law enforcement leadership.

To date, there have been too few instances where police administrators have received true executive development courses as they are presented in the business and industrial worlds. Seldom have administrative assistants, deputy chiefs, or chief inspectors studied the modern management skills necessary for their roles as departmental "executive vice-presidents." It is true throughout all ranks that short courses can and do accomplish a great deal when they can be related to daily performance.

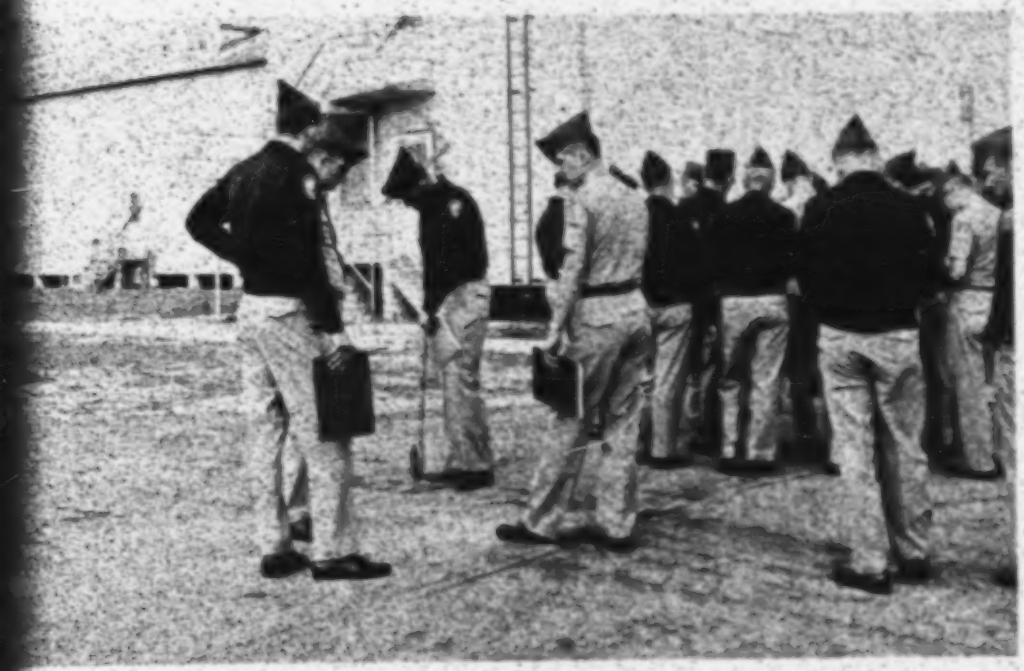
These guidelines cannot attempt to discuss every topic that lends itself to institute-type courses. However, it should be emphasized that the junior college is prepared to assume responsibility for the levels and areas of knowledge that are not immediately available through existing departmental police training. Many such topics are not police topics, per se, but have their basis in fields more appropriately described as academic and here the junior college should volunteer its resources. Because its staff reflects numerous occupational roles, the larger junior colleges will have available lecturers on computers and data processing, management and supervision, human relations, and other critical subjects.

Let us look at some of the more successful short courses that have been offered on the junior college campus. This list attempts to identify and suggest, but is not to be considered complete in any way. These courses are notable because they meet current police needs, can be implemented at little cost, and can be presented in varying time durations.

Planning—Its Relation to the Police Task
Communications Officers' Workshop
Crime Scene Technicians Seminar

Police Budget Workshop
The Police Officer in the Courtroom
Juvenile Officers' Workshop
Police Handling of Dependent and Neglected Children
Rehabilitation—Myth or Reality?
Training Officers' Workshop
Police Patrol Workshop
Police Records Seminar (large departments, medium departments, or small departments)
Accident Investigation
Vice Control Workshop
Jail Administration
Court Decisions as They Affect Police Operations
Law Enforcement Photography
The Role of Science in Law Enforcement
Police-Community Relations
Police Procedures in Disaster Situations
The Proper Use of Communication Skills
Leadership and Its Implications
Proper Handling of the Mentally Ill

Aside from assisting in specialized training, the junior college must take steps to attract the supervisory and command personnel to its short courses. This is best accomplished by making material available which is pertinent to the job being performed. The more effort exerted to include such personnel in study on the campus, the more receptive the police leadership becomes toward higher education in general. Techniques of audiovisual presentations, devices such as programed instruction, case studies relating to actual police management problems, and discussion groups led by skilled "outsiders," can all blend effectively into the lecture material as it is presented. In such a manner, the theories of leadership, supervision management, and so on, are made real to the police world. The by-product of campus acceptance is vitally important, then, for the officers who are in courses of normal semester duration. And, hopefully, the appetites of the management group are excited into further study—be it academic classroom, home reading, or other sources.



While short course training is well within the capability of almost all community colleges, some colleges have assumed an even deeper involvement in police training by offering a regional or consolidated recruit training program. Police basic or recruit training programs average six or more weeks in length and are generally only coordinated by the community college, with most of the instructional staff being drawn from law enforcement and criminal justice agencies. Facilities requirements for both short course and recruit training programs are discussed in Chapter Six.

In a number of instances local junior colleges have provided a respectable occupational library within the country library system so that specialized police readings are available to enforcement personnel. In so many areas, the desperate need to read in their field is exceeded only by the tremendous shortage of material available to these officers. By consistently making professional literature available, offering short courses in specialty topics, stimulating the training effort in cooperation with the police agency, and effectively meeting police requests for various services and resources, the junior college has become the catalyst in the professional evolution of law enforcement. What it accomplishes will have a positive bearing on the future role of the police service, and where it hesitates, immediate police goals cannot be achieved as readily.

6. Facilities: From Need To Nice

As in any program, space and facilities planning for law enforcement education and training should parallel curriculum development. Unlike many occupational programs, however, the law enforcement associate degree program requires very little in the way of specialized equipment or facilities. As a general rule, equipment and facilities requirements can be expected to increase in direct proportion to the number of noncredit training courses that are offered, with recruit training programs making perhaps the greatest demands upon the college budget.

THE LIBRARY

Once the decision has been made to develop a degree program in law enforcement, it is imperative that the community college begin to identify and establish an extensive library in the field. A listing of books, both textbooks and supplementary readings, is available from the Professional Standards Division of the International Association of Chiefs of Police. In addition to the basic texts, the college library should subscribe to the periodicals and journals listed below:

CRIME IN THE UNITED STATES annual, U.S. Department of Justice, Washington, D. C.

FBI LAW ENFORCEMENT BULLETIN, monthly, U.S. Department of Justice, Washington, D. C.

JOURNAL OF CRIMINAL LAW, CRIMINOLOGY AND POLICE SCIENCE, quarterly, Northwestern University School of Law, Williams & Wilkins Company, Baltimore, Maryland

POLICE, bi-monthly, Thomas, Springfield, Illinois

STATISTICAL ABSTRACT OF THE UNITED STATES, annual, U.S. Bureau of the Census, U.S. Government Printing Office, Washington, D. C.

THE POLICE CHIEF, monthly, International Association of Chiefs of Police, Washington, D. C.

THE TRAINING KEY, semimonthly, International Association of Chiefs of Police, Washington, D. C.

TRAFFIC DIGEST AND REVIEW, monthly, Northwestern Traffic Institute, Northwestern University, Evanston, Illinois

A list of selected audiovisual materials, including training films, may also be obtained from the International Association of Chiefs of Police.

THE ELEMENTARY CRIME LAB

In the recommended associate degree program, the only course requiring facilities beyond the standard college classrooms and audiovisual equipment is the offering entitled Introduction to Criminalistics. This course will require some form of laboratory facility for demonstration and limited student participation. A review of the course description will reveal, however, that the course is intended to provide the student with an appreciation of the potential of physical evidence rather than to produce a fledgling criminalist. When viewed in this perspective, it is apparent that the instructional lab facility need not duplicate the instrumentation of the working crime laboratory, but can be adequately equipped for a modest sum.

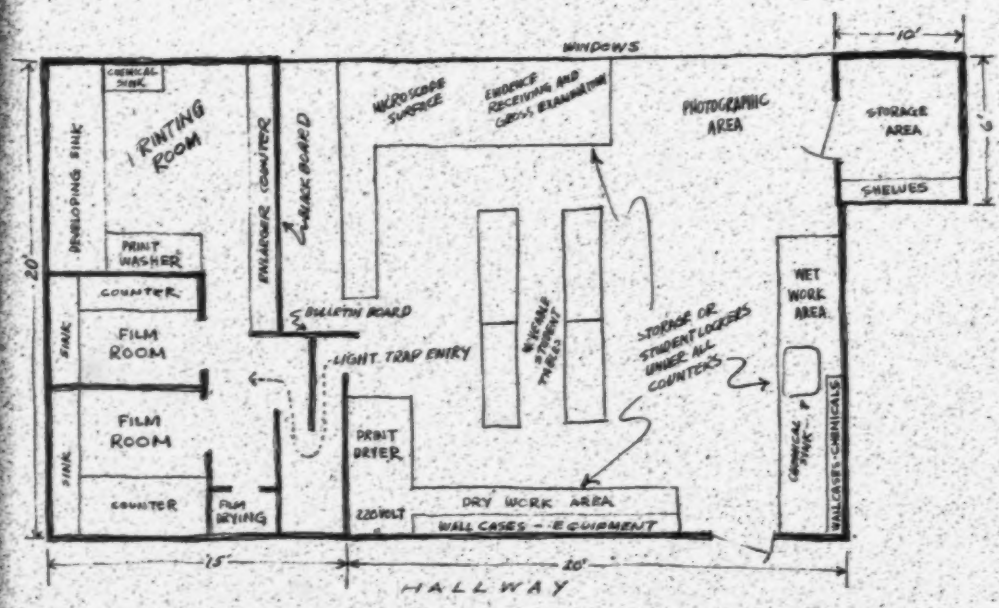
The instructional lab illustrated on the opposite page was constructed by remodeling an existing college classroom at a cost of about $5,600. Even this expenditure could be avoided or delayed by utilizing existing college laboratories or nearby police crime labs. Supplies and equipment vary according to the particular curriculum and the desires of the instructor, but the items listed in Appendix A would represent a reasonable inventory at a cost of about $2,148.

The point to be emphasized in relation to the elementary crime lab is not that it is relatively inexpensive when compared to many other occupational education facilities, but that it involves a highly flexible cost factor that permits a modest initial investment. Certainly the value and usefulness of the facility will increase as its capability is expanded through the addition of more sophisticated equipment.

A list of sources of crime laboratory supplies and information is included in Appendix B of this publication.

FIREARMS FACILITIES

In the past, much discussion has been focused upon the appropriateness of firearms training in the associate degree program. While such training is in no way essential to an effective degree program, it is certainly as appropriate as golf, archery, or badminton in meeting physical education requirements. Because of the cost of range facilities, they cannot be justified solely to support a degree program. On the other hand, if such training facilities are not available in the local community or if the college envisions housing recruit



training programs, the construction and maintenance of a modern firing range may be a reasonable investment.

If the construction of range facilities is contemplated, it is well to consider the current preference in police training for the combat-type range over the traditional competition-type, point firing facility. Consideration should also be given to providing space and equipment for the entire range of police weaponry in addition to the normal side arms.

DEFENSE TACTICS

Defense tactics, a course frequently offered in associate degree programs in fulfillment of the college physical education requirement, normally requires only a room equipped with heavy mats on the floor and lower walls. Although such mats are expensive, they are usually found in any well-equipped college gymnasium, and their purchase for the law enforcement program is seldom necessary.

TRAINING FACILITIES

When we shift our attention to police training offered in addition to the associate degree program, we immediately recognize the need to provide, or have access to, a wide range of specialized facilities and equipment. While some training needs can be met with existing college resources, others will require additional investment in space and equipment. The exact demands will, of course, depend upon the nature of the training to be provided, but the following list suggests some of the requirements associated with the recruit training program.

TYPICAL REQUIREMENTS FOR RECRUIT TRAINING PROGRAMS

Item	*Possible Source*
1. Ranges, combat type, all weather, for all police weapons	Use of existing facilities
2. Pool—for water safety and swimming	Use of community facilities
3. Courtroom	Use local municipal and county courtrooms when not in session Check with local law schools Temporary modification of regular classroom
4. Crime scene simulation	Use outdoor scene Rent motel or hotel room as required
5. First aid—visual aids and supplies	Borrow from Red Cross
6. Complete inventory of police equipment—for demonstration and familiarization	Borrow from law enforcement agencies participating in the training program
7. Area—for riot control formations, dismounted drill, physical education, patrol procedures, arrest and search techniques, etc.	Use existing athletic fields Arrange for temporary use of public facilities
8. Classrooms	Use existing facilities with necessary modifications

Classrooms for use in police training programs will require some modifications of existing equipment because of the extended nature of such training courses. Ideally, comfortable chairs should be provided and generous work area allocated to each seat. An existing classroom can often be provided with three-man tables and used in both police training courses and regular college instruction.

For information on curriculum and facilities for police recruit training, contact the Professional Standards Division, International Association of Chiefs of Police, 1319 Eighteenth Street, N.W., Washington, D. C. 20036.

7. Students: From Where, To Where?

Although the associate degree program in law enforcement can be expected to attract both in-service and preservice students, experience over a period of years indicates that initial enrollments are made up primarily of personnel already employed in area police agencies.

THE IN-SERVICE STUDENT

As a college student, the working police officer presents a stimulating challenge to the ingenuity and diplomacy of the program director and his staff. Because he is employed on a full-time basis, the police officer is characteristically a part-time student who enrolls for one or more evening courses. The nature of police service and the relative recency of police interest in education may present unusual problems that require the careful consideration of college administrators and faculty.

At least during the early years of the program, the director will need to expend a great deal of time and energy explaining the merits of education to local law enforcement personnel and their supervisors. This can only be accomplished by visiting police agencies and talking with potential students on their home ground. It is difficult to overestimate the value of support from law enforcement leadership during this phase of program development. As the college program matures, participating officers will "sell" the idea of college education to their associates, but even then the need will remain for a close relationship between program personnel and law enforcement officers and their supervisors at all levels.

Once enrollment is assured, it can reasonably be predicted that attendance problems will be generated by the requirements of police service. Unlike most occupations, police service often places unusual demands on its members. Shifts may be rotated, court appearances may be required, and emergency situations may demand overtime work on an unpredictable basis. These and other conditions, aggravated by the almost universal shortage of authorized personnel in police agencies, can be expected to conflict with regular class attendance.

Although the number of attendance conflicts has been found to be closely related to the extent to which a particular law enforcement agency officially and explicitly supports the concept of college education for policemen, it may be necessary even under ideal conditions to provide alternate sessions for officers not able to attend regular class meetings.

Another consideration worthy of note in connection with the in-service student is the problem of adequate counseling and guidance. Since they are normally enrolled as evening students, police personnel frequently are omitted from the testing and evaluation afforded the full-time student body. This is unfortunate because the adult police student can often benefit from remedial or refresher courses offered by the community college on the basis of entry testing programs. Police program administrators may wish to consider offering the normal entry tests for part-time police students as part of their early classroom work.

Occasionally the entering police officer will have previous college credits that he may wish to apply toward the associate degree. Such situations are normally resolved simply by following established college policies governing the transfer of credit. A related but different problem arises when the college is asked to grant credit for work previously accomplished on a noncredit basis at either a college or university or a police training academy. Although newly established police programs are sometimes tempted to offer token credit for past training in order to stimulate enrollment, this practice is not recommended and should be avoided. The time-tested policy of granting college credit only for credit work accomplished at an accredited institution offers a logical simplicity in both application and explanation. It should not be modified in its application to the law enforcement program.

Ultimately, the success of any educational program in attracting and stimulating law enforcement officers will depend upon the working relationships developed with the agencies in the area. Without the demonstrated support and encouragement of their supervisors and top command personnel, police officers will be unlikely to commit themselves in significant numbers to any educational program, especially if such participation is questioned or resisted by the officer's organization. It is for this reason that one of the law enforcement program

director's most important responsibilities is the development of a climate of mutual respect and support between the college and the members of the police community.

THE PRESERVICE STUDENT

The preservice student, who is typically a recent high school graduate enrolled in college on a full-time basis, presents few serious administrative problems once he has entered the police program. Faculty members must be prepared to devote considerable time to contacting high school counselors and others who influence the career planning of prospective preservice students. The career potential of professional law enforcement is seldom recognized by counselors, students, or parents unless its opportunities and challenges are clearly and effectively presented by representatives of the community college and by law enforcement leaders as well.

It is sometimes suggested that preservice enrollees in the law enforcement associate degree program be required to meet special entrance requirements beyond those normally established for admission to other programs within the community college. The two most frequent special requirements are summarized below.

1. **Medical/Physical**—Height, weight, vision, and other standards established for entry into police service at the local level.
2. **Character**—Proof of good character and absence of police arrest record. Usually satisfied by obtaining letters of recommendation from applicant's chief of police and others, such as high school officials.

In view of the wide range of careers available in the general field of criminal justice, it hardly seems logical to restrict entry in college police programs to students who meet the physical requirements for employment as municipal or county patrolmen. A more positive approach is to stress student counseling to insure that police students are aware of employment limitations imposed by the various law enforcement agencies and understand that the completion of the associate degree program will not waive established entrance requirements.

The requirement of proof of good character is more defensible than the establishment of arbitrary physical standards inasmuch as good character, however defined, is a requirement for entry in any law enforcement or criminal justice career field. The difficulty here is a practical one. Assuming that state laws permit differential screening of police program applicants, there remains the question of the ability and the willingness of the community college to conduct student background investigations.

Needless to say, few if any colleges actually conduct these investigations although many schools require letters of recommendation and single jurisdiction police record checks. Since letters are hardly a substitute for the kind of background investigation associated with entry into most law enforcement agencies, the community college may decide to leave background investigations to the hiring agency and refrain from purporting to have "cleared" law enforcement students. Again, college counseling, whether accomplished by police program staff or professional counselors, should emphasize to prospective students the character requirements of a law enforcement career.

Current program statistics indicate a strong in-service enrollment, and there can be no question of the importance of improving the capabilities of present police personnel. However, in the long run, the interests of the law enforcement profession will best be served by community colleges that can attract and develop highly motivated and qualified preservice students. It would be less than truthful to suggest that this challenge is being met on any wide scale in the United States today and herein lies the greatest opportunity for creative innovation on the part of law enforcement educators who seek to contribute significantly to the future of the police profession.

CAREERS FOR WOMEN

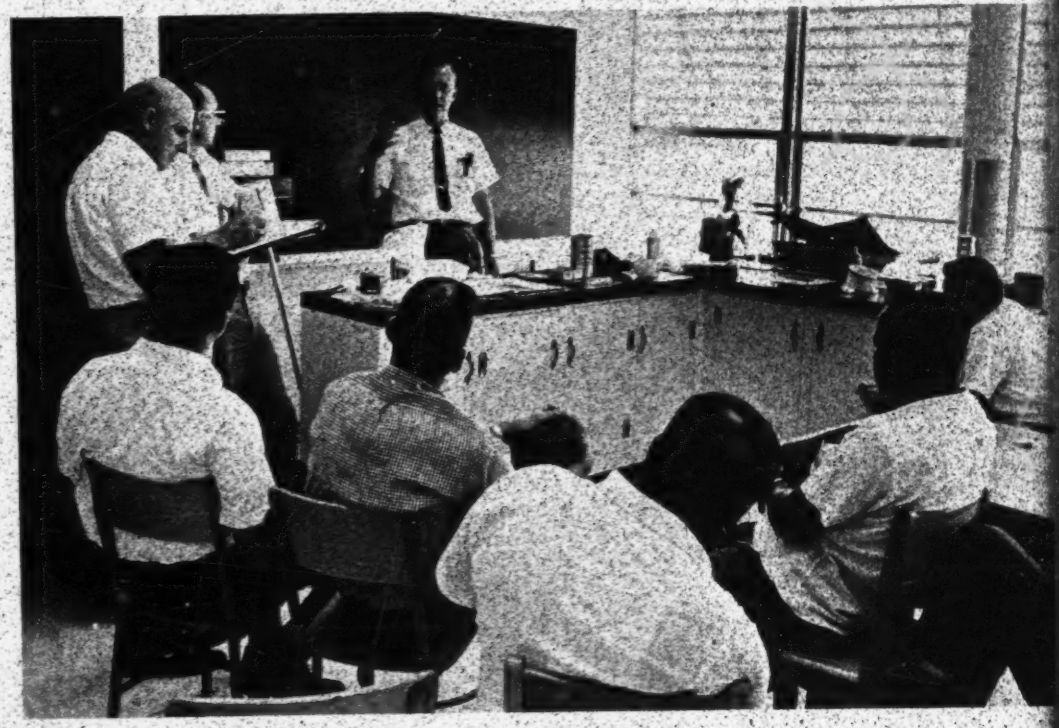
For more than half a century, women have been serving in American police agencies. The 1960 U. S. Census reported some 5,617 female police officers and detectives in the United States, with all but 400 of this number serving in major urban areas.

Although policewomen traditionally have been limited to working with women and children in juve-

nile or crime prevention units, some large police departments have successfully assigned women to a wider range of police activities. A broader role for women in police service is predicted by the President's Commission on Law Enforcement and Administration of Justice:

> Qualified women should be utilized in such important staff service units as planning and research, training, intelligence, inspection, public information, community relations, and as legal advisors. Women could also serve in such units as computer programming and laboratory analyses and communications. Their value should not be considered as limited to staff functions or police work with juveniles; women should also serve regularly in patrol, vice, and investigative divisions. Finally, as more and more well-qualified women enter the service, they could assume administrative responsibilities.

In view of the broadening role of women in law enforcement, as indicated by current practice and in the commission report quoted above, women desiring to enter the police career field should follow a program similar to that recommended for male police personnel. Perhaps the only exception would be the addition of courses in shorthand and typing to enable the potential policewoman to perform some of the secretarial duties which may be required in smaller police agencies. Although the practice is dying rapidly, too many small and medium-sized departments have established a policewoman position and then expect the incumbent to perform only secretarial or clerical duties. Of course, women interested in secretarial positions in police agencies should be encouraged to take the regular college or legal secretarial program, perhaps with electives from the law enforcement program.



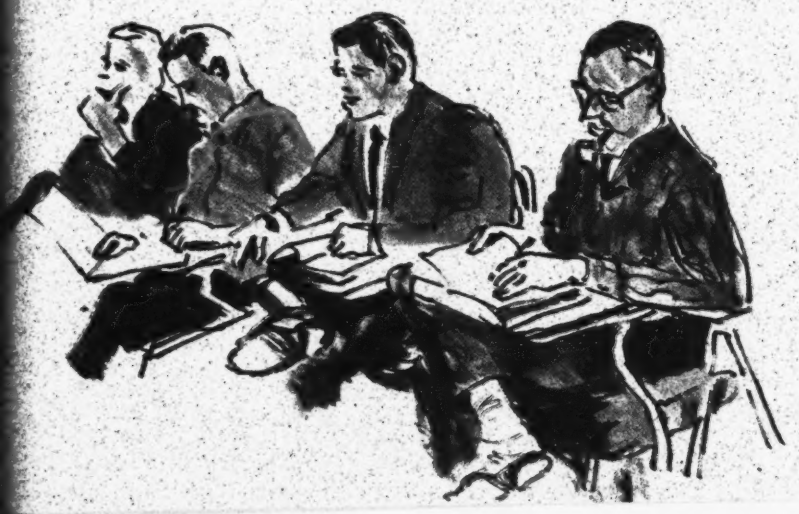
8. Cadet Programs: A Work-Study Plan

The cooperative training aspects of many occupational education programs have, for the most part, not been included in law enforcement programs. Instead, on-the-job training has been provided for preservice students through a variety of informal arrangements which are frequently worked out between the police student and the law enforcement agency, often without the direct involvement of the community college program director or his staff. The absence of large numbers of formal work-study arrangements is probably due to a hesitancy on the part of the community college to involve students in a potentially hazardous experience and to a general failure on the part of law enforcement administrators to create positions or situations suitable for student participation.

In any event, most law enforcement programs do not provide work experience as a part of the formal educational process. The most common pattern is simply for the student to obtain either full or part-time employment as a records clerk, typist, or other civilian employee with a local police agency. Needless to say, such work experience is rarely evaluated and bears little resemblance to the carefully supervised and evaluated internship periods associated with other occupational programs.

Of the existing work-study arrangements, the most formal, and the one holding perhaps the greatest promise, is the cadet system. Under the typical cadet system, high school graduates are employed by police agencies to perform clerical and related duties in order to release sworn police personnel for street assignments. In the larger departments cadets may receive special training and career orientation while an effort is made to assign them to a variety of interesting duties throughout the department. Where cadet systems have not been successful, a major cause has been the failure of the police agency to provide a stimulating work experience. Roy E. Hollady, former chief of police at Fort Collins, Colorado, in a study prepared for the President's Commission on Law Enforcement and Administration of Justice, writes:

> Broad and imaginative programs should be adopted to enhance the cadet's interest. Production in terms of work output should be a subordinate goal at least in the early stages of a cadet's indoctrination. English commentators, in discussing training and career development in reference to cadets, recommended that initial training not be devoted to predominately classroom work and that assignments not be primarily routine in nature.



Although only about nineteen departments currently require that cadets attend college classes, the President's Commission has strongly recommended that all cadets be required to attend a college or university on a full-time basis. Widespread combining of college education with the traditional cadet system may well provide the kind of inducement needed to attract and hold qualified young people in the police service. The law enforcement program director can accelerate this trend by actively promoting cadet systems among local law enforcement officials. Some of the more commonly cited advantages of the cadet system are:

1. It attracts and recruits young men and women before they are committed to other occupations.
2. Long probation periods are, in effect, provided by the cadet system. Potential policemen are observed for several years rather than the one-year probationary period normally established.
3. Longer training periods are provided. The cadet can and should actually be in training for police service throughout his cadet career.
4. Regular sworn personnel are released from clerical and routine duties for assignment to basic police functions when cadets are available.
5. When combined with a college program, the cadet system will produce at twenty-one years of age a candidate for police service who has not only received training, experience, and education, but has been closely observed over a period of years for defects in character or attitude that would adversely affect his performance as a policeman.

9. Program Information: Targets and Techniques

Program information and public relations for a new educational offering must be an essential part of planning and organization. Since many new occupational programs are developing in community colleges, they must be continually explained, promoted, and publicized to the community and to the educational system. Public relations and promotion is a never-ending process of education aimed at winning the acceptance, approval, and support of the police profession and the total community. It is particularly important that potential police students become aware of the law enforcement program so that they may avail themselves of its opportunities. Following are some suggested methods of public relations and promotion that have been successfully used in developing occupational programs in the community college.

BROCHURES

An attractive brochure is an essential tool for the dissemination of information to students, parents, police officials, guidance counselors, and other persons interested in the law enforcement program. It should contain information dealing with the scope of the program, various career opportunities, employment standards, and the challenge of modern police service. Additionally, the brochure should give specific information concerning the nature of the law enforcement program, types of courses offered, and some explanation of the course objectives. Pictures of students and police officers in the classroom or crime laboratory will stimulate interest and help to describe the program. The theme of the brochure should be the advantages of a law enforcement career and should not be confined to a simple exposition of program content and entrance requirements. Quality photographs or drawings that support the career theme should be used whenever possible.

If scholarships or other financial aids are available through the community college or outside sources, refer to these sources in the brochure. College fees, where required, will also be of interest to potential students and their parents.

DISPLAYS

Various kinds of school or commercial displays are excellent attention-getters for the police program, and it is surprising that this technique is not more frequently employed. Items of police equipment effectively presented are appropriate for use on the college campus, in the high schools, and in the community. Next in appeal to actual exhibits of equipment are attractive and interesting school bulletin boards. Colorful posters and bulletin board displays can serve the dual purposes of stimulating police recruitment and promoting the college program. Cooperative displays and exhibits cosponsored by police agencies and the community college law enforcement program are frequently successful and should be considered by the program director.

PROFESSIONAL MEETINGS

In most areas established law enforcement organizations hold regular meetings of varying degrees of formality. Such meetings and related social activities provide the program director with one of his most valuable opportunities to develop close working relationships with law enforcement administrators and, in some cases, line personnel. Whether or not the director appears on the formal program, he will want to attend on every occasion the meetings held by various police groups. Sufficient funds should be included in the program budget to permit travel involved in such attendance.

The community college should not overlook the possibility of hosting professional meetings to give law enforcement personnel an opportunity to visit the college facilities and meet with police program staff. Such visits also permit police administrators to meet with students to discuss employment possibilities and other matters of mutual interest.

COMMUNITY COLLEGE PAPER

Most community colleges have a periodical for publishing news items concerning curricular activities and other events. Not only can this medium promote the police program within the college, but also within the community. The potential of on-campus recruitment should not be ignored. Many students enrolled in other programs may be dissatisfied with their major and will consider transfer into the police program when they become aware of its opportunities.

LOCAL NEWS MEDIA

The local newspaper, radio, and television stations are usually interested in receiving news and pictures of occupational program activities, and this is especially true of police programs, which have a great deal of public interest. If the college has a public relations director, he should be furnished with materials and information for this kind of publicity. The program director and his staff can expect to receive requests for television interviews, ranging from short news spots to participation in public information panel shows. Each exposure will benefit the law enforcement program and the college as well if properly handled.

FIELD TRIPS

Field trips to police agencies and criminal justice organizations are an effective way of exposing students to the professional field and introducing them to criminal justice personnel. Such trips supplement and enrich regular classroom instruction and should be designed primarily as learning experiences for the student, without overlooking the program publicity benefits. The instructor supervising the field trips should see that students present themselves in a professional and businesslike manner.

OTHER ACTIVITIES

The program director and faculty should be constantly alert to other public information activities that help publicize the law enforcement profession and the education program. Membership in, or appearance on the programs of civic organizations will enable the program staff to present valuable information to influential citizens of the community. The public information focus should combine emphasis on the advantages and challenges of careers in modern law enforcement with the importance of adequate educational preparation.

10. Program Evaluation: From Hindsight Comes Foresight

Law enforcement is currently undergoing changes that are reflected in the needs of its personnel at all levels of assignment and responsibility. It is essential, therefore, that the community college administration provide for continuous evaluation of the law enforcement education program. This information can be used to modify and improve the program as well as to measure and publicize the achievements of the community college and its graduates. The administration should continually evaluate the program to determine:

1. The quality of the program in terms of occupational ability, concepts, knowledge, and understanding of facts and principles basic to the work to be done and the occupational attitude and interests of students who have been enrolled
2. The availability of the program to all students and members of law enforcement agencies who have shown interest and ability to progress to their highest potential in their careers
3. The adequacy of the professional course offerings; curriculum maturity must be provided for and, in fact, anticipated
4. The extent to which the program provides for the needs of the students, particularly in light of increased emphasis on improved police training
5. The effectiveness of the teaching methods currently used
6. The efficiency of learning either through laboratory or on-the-job and classroom instruction
7. The accuracy of follow-up records of all graduates.

The preparation of students for employment by police agencies is a basic purpose of the program. The quality and quantity of graduates who enter and are successful in police careers is a primary criterion in evaluating the educational program. Law enforcement agencies, through the advisory committee, will be particularly interested in students or graduates who enter police service and attribute their job satisfaction and success to their community college education. Another major purpose of the program is the professional development and intellectual stimulation of personnel already employed in police agencies whose formal education has not kept pace with the demands made upon police officers in today's society.

Employers should be periodically interviewed to gain information regarding the preparation and educational background of graduates. Within a reasonable length of time after graduation, graduates should be asked for an objective evaluation of their educational program. Only through this means can the community college administration accurately determine its success in occupational education.

Usually program evaluation is directed by the administration of the community college. Many states provide state department of education consultants for this purpose. Regional accrediting associations also are interested in program evaluation.

Some community college faculty members feel the success of their program is determined by the number of graduates who transfer to four-year institutions. This can be an erroneous evaluation measure. Although the community college should encourage each student to continue his education in some form, the success of the occupational program should not be measured by the number who transfer. If a follow-up study of graduates shows a large number are transferring, the curriculum should be reviewed to insure that students are receiving the necessary background to permit a minimum loss of transfer credits.

Periodic evaluation of the faculty should be made in relation to their continued professional growth, their interest in the problems of their field, and an awareness of current educational, career, and technical problems of the police services. Faculty members should be encouraged to participate in professional educational associations as well as law enforcement associations.

In evaluating specific courses, attention should be given to the variations in students' employment, the demand for courses by part-time students, and the recommendations of the advisory committee for changes in the course structure. All short courses or adult and continuing education programs should be evaluated by the faculty, students, and participants immediately after each course is completed.

11. Resources for Assistance in Program Development

The International Association of Chiefs of Police is a professional organization which provides assistance to the nation's police departments through many services rendered by its staff of consultants. In 1964, through a Ford Foundation grant, the IACP undertook the task of encouraging greater interest in law enforcement education on the part of community colleges and universities. Simultaneously, efforts were increased to involve police executives with their local institutions of higher learning through a variety of techniques, ranging from attendance at campus-based executive development courses to serving on the college's law enforcement advisory committee. Under the Ford Foundation grant, this full-time staff effort on the part of IACP has been continuing to insure the availability of law enforcement education throughout the country. The IACP *Directory of College Police Science Programs*, a complete information inventory, is published annually and made available to departments of education and high school counselors, as well as colleges and other interested agencies and individuals.

The Office of Law Enforcement Assistance (U. S. Department of Justice), during 1966-67, awarded a limited number of developmental grants to community colleges and universities interested in providing law enforcement education programs. These grants were to further encourage progress in police education and were primarily aimed at geographic areas previously unserved by such specialized programs.

The American Association of Junior Colleges continues to reinforce the IACP effort by offering consultative services to community colleges, as well as to universities interested in offering upper division study for transfer students. The Kellogg Foundation Grant to AAJC has enabled that association to establish a national law enforcement advisory council and develop this publication, which is the first of a series in the public service field. The Association has identified several outstanding police education programs and program directors across the country. By requesting assistance from the Association, interested administrators may secure names of consultants who are qualified to offer assistance in curriculum, facilities, and program development.

There are other agencies that have materials available and whose interests pertain to both police education and police training. These groups are briefly described below:

The Education and Training Section (International Association of Chiefs of Police) was formally established in 1967 to provide for the professional needs of those members concerned with both formal educational programs and various levels of police training.

The International Association of Police Professors was established in 1963 to encourage communication among academic personnel concerned with the emerging police profession and its relationship to higher education.

Lambda Alpha Epsilon, the professional law enforcement fraternity, was formed in San Jose, California, in 1937. Membership is open to preservice students enrolled in college programs, as well as to in-service personnel. There are now a number of chapters located across the country in conjunction with college law enforcement programs.

International Association of Chiefs of Police
1319 Eighteenth Street, N.W.
Washington, D. C. 20036

American Association of Junior Colleges
1315 Sixteenth Street, N.W.
Washington, D. C. 20036

International Association of Police Professors
Department of Police Science
The State University of New York
Farmingdale, Long Island, New York 11735

Lambda Alpha Epsilon
Office of the Grand Chapter
Post Office Box 2049
Sacramento, California 95810

POLICE SCIENCE DEGREE PROGRAMS AVAILABLE IN THE UNITED STATES AND OUTLYING AREAS

ALABAMA
- Jefferson State Junior College

ALASKA
- Anchorage Community College, University of Alaska

ARIZONA
- Arizona, University of
- Central Arizona College
- Cochise College
- Glendale Community College
- Northern Arizona University
- Phoenix College

CALIFORNIA
- Allan Hancock College
- Antelope Valley College
- Bakersfield College
- Cabrillo College
- California State College at Long Beach
- California State College at Los Angeles
- California, University of
- Cerritos College
- Chabot College
- Chaffey College
- Citrus College
- College of the Desert
- College of the Redwoods
- Compton College
- Contra Costa College
- DeAnza College
- Diablo Valley College
- East Los Angeles College
- El Camino Junior College
- Foothill College
- Fresno City College
- Fresno State College
- Fullerton Junior College
- Gavilan College
- Glendale College
- Grossmont College
- Hartnell College
- Imperial Valley College
- Long Beach City College
- Los Angeles City College
- Los Angeles Harbor College
- Los Angeles Valley College
- Marin, College of
- Merritt College
- Mira Costa College
- Modesto Junior College
- Monterey Peninsula College
- Mount San Antonio College
- Orange Coast College
- Palo Verde College
- Pasadena City College
- Peralta Junior College District
- Rio Hondo Junior College
- Riverside City College
- Sacramento City College
- Sacramento State College
- San Bernardino Valley Junior College
- San Diego City College
- San Francisco, City College of
- San Joaquin Delta Junior College
- San Jose City College
- San Jose State College
- San Mateo, College of
- Santa Ana College
- Santa Barbara City College
- Santa Monica City College
- Santa Rosa Junior College
- Sequioais, College of the
- Shasta College
- Sierra College
- Solano College
- Southern California, University of
- Southwestern College
- Ventura College
- West Valley College

COLORADO
- Arapahoe Junior College
- Metropolitan State College
- Trinidad State Junior College

CONNECTICUT
- Manchester Community College
- New Haven College

DISTRICT OF COLUMBIA
- American University

FLORIDA
- Central Florida Junior College
- Daytona Beach Junior College
- Edison Junior College
- Florida Junior College at Jacksonville, The
- Florida Keys Junior College
- Florida State University
- Junior College of Broward County
- Miami-Dade Junior College
- Palm Beach Junior College
- Pensacola Junior College
- St. Petersburg Junior College
- Tallahassee Junior College
- Valencia Junior College

GEORGIA
- Albany Junior College
- Armstrong State College
- Georgia State College
- DeKalb College
- University of Georgia

HAWAII
- Honolulu Community College

IDAHO
- Boise College
- College of Southern Idaho

ILLINOIS
- Loop Junior College, The
- Southern Illinois University
- Triton College
- University of Illinois at Chicago Circle
- William Rainey Harper College

INDIANA
- Indiana University
- University of Evansville

IOWA
- Area Ten Community College
- Iowa Western Community College
- Southeastern Iowa Area Community Colleg
- University of Iowa

KANSAS
- Allen County Community Junior College
- Cowley County Community Junior College
- Hutchinson Community Junior College
- Wichita State University

KENTUCKY
- Eastern Kentucky University

LOUISIANA
- Loyola University

MARYLAND
- Baltimore Junior College
- Essex Community College
- Montgomery Junior College

MASSACHUSETTS
- Cape Cod Community College
- Mount Wachusett Community College
- Northeastern University

MICHIGAN
- Delta College
- Flint Community Junior College
- Grand Rapids Junior College
- Henry Ford Community College
- Lansing Community College
- Michigan State University
- Oakland Community College
- Port Huron Junior College
- St. Clair County Community College
- Schoolcraft College
- Wayne State University

MINNESOTA
- University of Minnesota

MISSISSIPPI
- University of Mississippi

MISSOURI
- Central Missouri State College
- Junior College District of St. Louis, The
  Available at the following locations:
  - Florissant Valley Community Colleg

Forest Park Community College
Meramec Community College
Metropolitan Junior College District of Kansas City
University of Missouri

NEBRASKA
Municipal University of Omaha

NEVADA
Nevada Southern University
Nevada Technical Institute

NEW JERSEY
Ocean County College
Rider College
Rutgers, The State University

NEW MEXICO
New Mexico State University

NEW YORK
Brooklyn College
Elmira College
Erie County Technical Institute
John Jay College of Criminal Justice
(City University of New York)
Monroe Community College
New York State University (Albany)
New York University
Onondaga Community College
State University of New York (Albany)
State University of New York
(Farmingdale, Long Island)
Suffolk County Community College
Westchester Community College

NORTH CAROLINA
Central Piedmont Community College

NORTH DAKOTA
Minot State College

OHIO
Cuyahoga Community College
Kent State University
Lorain County Community College
Muskingum Area Joint Vocational School District
and Technical Center
University of Cincinnati
University of Dayton
Youngstown University

OKLAHOMA
University of Oklahoma, The
University of Tulsa, The

OREGON
Blue Mountain Community College
Clatsop Community College
Lane Community College
Portland State College
Southern Oregon College
Treasure Valley Community College
Umpqua Community College

PENNSYLVANIA
Bucks County Community College
Community College of Allegheny County
Harrisburg Area Community College
Indiana University of Pennsylvania
Lehigh County Community College
Montgomery County Community College
Pennsylvania State University
Temple University Community College
York Junior College

RHODE ISLAND
Bryant College

TENNESSEE
Memphis State University

TEXAS
Central Texas College
El Centro College
(Dallas County Junior College District)
Grayson County College
Odessa College
Sam Houston State College
San Jacinto College
South Texas Junior College
Tarrant County Junior College District
Texarkana College

UTAH
College of Southern Utah
Weber State College

VIRGINIA
Northern Virginia Community College
Richmond Professional Institute
Virginia Western Community College

WASHINGTON
Bellevue Community College
Clark College
Highline College
Seattle Community College
Shoreline Community College
Washington State University

WISCONSIN
Kenosha Technical Institute
Milwaukee Institute of Technology

WYOMING
Casper College

U. S. OUTLYING POSSESSIONS

GUAM
College of Guam

VIRGIN ISLANDS
College of the Virgin Islands

APPENDIX A

SUGGESTED INITIAL INVENTORY FOR THE ELEMENTARY INSTRUCTIONAL CRIME LABORATORY

EQUIPMENT – $2,148.00

	Quantity
Stereoscopic wide-field microscope with pillar stand, weighted base, and illuminator. Eyepieces, paired 10X and 15X. Objectives, paired, parfocal 1.0X, 3.0X and 6.0X.	1
Pacemaker Crown Graphic camera, 4x5, with accessories	1
Polaroid Land film holder for Crown Graphic camera	1
Tripod, for 4x5 Crown Graphic camera	1
Enlarger, 4x5, with timer and 135mm f4.5 lens	1
Trimming board, 24" x 24", for photographic paper.	1
Electric print dryer, drum, variable speed, high volume	1
Interval timers, film developing	2
Tanks, film developing, stainless steel, water jacket, with floating lids and light covers	2
Enlarger easel, up to 16x20 capacity	1
Tray, printing 11"x 14"	1
Tray, printing 20"x 24"	1
Tray, printing 16"x 20"	4
Film hangers, 4x5	24
Ultraviolet "black light" kit, portable, with marking powders and dyes	1
Iodine fuming kit, portable	1
Iodine fuming kit, electric	1
Light unit, portable	1
Casting kit, moulage	1
Casting kit, plaster and silicon rubber	1
Latent fingerprint powder kit	1
Latent fingerprint kit, aerosol	1
Latent fingerprint brushes, assorted	24
Latent fingerprint kit, magnetic with 4 oz. extra powder	1
Fingerprint patterns, enlarged, set of seven	1
Bullet model, enlarged	1
Vacuum filter, fabric sweeping	1
Anscomatic film tank	2
Polycontrast filter kit A	1
Thermometer, photographic	2

SUPPLIES – $778.48

PART I – Photographic Supplies

	Quantity
Paper, enlarging, Kodak Polycontrast F, 8x10, SW	1,000
Paper, enlarging, Kodak Polycontrast N, 11x14, DW.	100
Paper, enlarging, Kodak Polycontrast N, 16x20	50
Film, 4x5, Kodak Royal Pan	400
Film, 4x5, Kodak Infrared	50
Film, 35mm, Kodachrome X, 20 Exp	12
Flashbulbs #5	12 cm.
Photo mounting boards 16x20	50
Kodak blotting paper	125
Kodak Dektol Developer, 1 gal. can	25
Kodak DK-60a Developer, 1 gal. can	10
UFG Developer, 1 qt.	5
UFG Replenisher, 1 qt.	5
Kodak Rapid Fix, 5 gal.	6
Photo Flo, Kodak, 16 oz.	5
Kodak Hypo Clearing	5
Acetic Acid, 1 gal.	1
Pakasol	2
Kodak Polycontrast Filter Kit A	1 ea.
Miscellaneous expense fund $100	
	Sub-total $507.80

PART II – Laboratory Supplies

	Quantity
Dies, figures, steel, ¼"	1 set
Dishes, Stender 60mm	1 set
Burettes, automatic zero	3
Burner, Bunsen	2
Forceps, dissecting	10
Forceps, dissecting	2
Forceps, dissecting	2
Dissecting set	1
Filter paper, Whatman No. 1	1 pack
Funnel, short stem	1
Funnel, short stem	3
Rod, stirring, glass	12
Labels, gummed, rectangular 72x40	2 ctn.
Labels, gummed, rectangular 30x24	*2 ctn.*
Label coating, clear	2 cans
Marking tags, white	500
Measuring tape, steel, 100 ft.	2
Needles, dissecting	24
Pipettes, dropping	48
Plate, color reaction	1
Plate, color reaction	1
Spoonula	3
Support, test tube	1
Support	2
Support ring	2
Test tube, 25x150mm	100
Test tube, 13x100mm	50
Tubes, culture, with screw top	10
Tubes, culture, with screw top	10
Thermometer	1
Thermometer	1
Wire gauze square	6
Wire gauze square	6
Beakers, 1000 ml. (low form)	2
Beakers, 100 ml. (low form)	8
Beakers, 250 ml. (low form)	8
Beakers, 50 ml. (low form)	10
Beakers; 600 ml. (tall form)	2
Beakers, 400 ml. (tall form)	4
Beakers, 200 ml. (tall form)	4
Beakers, 500 ml. (conical)	2
Beakers, 250 ml. (conical)	2
Beakers, 125 ml. (conical)	2
Bottles, round, narrow mouth, screw cap, 32 oz.	12

Bottles, round, narrow mouth, screw cap, 16 oz.	24
Bottles, dropping, oval, amber	12
Pipettes, screw cap and nipple	12
Brush, cylindrical	4
Corks, AX Quality	100
Cylinders, graduated, 500 ml.	1
Cylinders, graduated, 100 ml.	2
Cylinders, graduated, 50 ml.	1
Acetaldehyde	100 g.
Acetone	2 pt.
Acetic Acid-Hydrogen Peroxide	2 qt.
Acetic Acid, Glacial	1 pt.
Ammonium Hydroxide	1 pt.
Ammonium Sulfide	1 pt.
5-Amino-2, 3-dihydro-1, 4 phthalazinedione	5 g.
Benzene	2 pt.
Benzidine Base	25 g.
Benzidine Sol	32 oz.
Calcium Chloride	1 lb.
Cobalt Acetate	¼ lb.
Cupric Ammonium Chloride	¼ lb.
Congo Red Paper	1 doz.
Diphenylamine	¼ lb.
Ethyl Alcohol	1 gal.
Formaldehyde	1 pt.
Hydrochloric Acid Solution 1%	32 oz.
Hydrochloric Acid Solution	16 oz.
Hydrogen Peroxide	6 pt.
Methanol	1 gal.
Nitric Acid Solution 10%	32 oz.
a-Naphthylamine	16 oz.
Plasticene	3 lb.
Phenolphthalein Paper	1 doz.
Phenolphthalein Reagent Solution	32 oz.
Phenolphthalein	¼ lb.
P, P'Benzylidenebis	5 g.
Silver Nitrate	¼ lb.
Sulfanilic Acid	16 oz.
Sulfuric Acid (concentrated)	1 amp.
Sodium Perborate Anhyd.	½ lb.
Sodium Carbonate Anhyd.	1 lb.
Sodium Acetate	1 lb.
Selenous Acid	25 g.
Vanillin	100 g.

Sub-total $271.66

APPENDIX B

SOURCES OF ELEMENTARY CRIME LABORATORY INFORMATION, SUPPLIES AND EQUIPMENT

The following list of sources, while certainly not complete, will assist in planning and equipping the type of elementary crime laboratory discussed in Chapter 6. Most of the suppliers and manufacturers listed will furnish catalogs and price lists that are often very useful in the planning process.

INFORMATION

Books

Kirk, Paul L., CRIME INVESTIGATION, 1960, Inter-Science Publishers, New York

Kirk, Paul L. and Bradford, Lowell W., THE CRIME LABORATORY, 1965, Charles C. Thomas, Springfield, Illinois

O'Hara, Charles E. and Osterburg, James W., AN INTRODUCTION TO CRIMINALISTICS, 1960, Macmillan Company, New York

These books deal with the operating cime laboratory, but portions are useful in the developmentof the instructional facility.

Other

Luther M. Dey, Consultant, Law Enforcement Photography, Eastman Kodak Company, 343 State Street, Rochester, New York 14650 (for information and assistance in photographic problems and darkroom construction)

SUPPLIES AND EQUIPMENT

General Police Equipment and Supplie:

Criminal Research Products, Conshohocken, Pennsylvania
Faurot, Inc., 299 Broadway, New Yorl, New York 10007
George F. Cake Company, P.O. Box 69, Berkeley, California
Kyokuto Kosan Company, Ltd., Kinmar Building, 42 I-Chomo, Kanda Jimbo-Cho, Chyoda Ku, Tokyo, Japan
MacDonell Associates, Post Office Rx 1111, Corning, New York .
Sirchie Fingerprint Laboratories, Inc., Berlin, New Jersey
W. S. Darley & Company, 2000 Anderson Drive, Melrose Park, Illinois 60160

Darkroom Equipment

Burke & James, Inc., 321 S. Wabash Avenue, Chicago, Illinois
Calumet Manufacturing Company, 6550 North Clark Street, Chicago, Illinois
Eastman Kodak Company, 343 State Street, Rochester, New York

Photographic and Darkroom Supplies

Can generally be most economically obtained from local resources or from large national discount house< advertising in popular photography publications available on most newsstands.

Laboratory Equipment

From normal school and college laboratory suppliers. For special instrumentation:

Bausch and Lomb Optical Company, 635 St. Paul Street, Rochester, New York 14602
Unitron Instrument Company, 66 Needham Street, Newton Highlands, Massachusetts

Laboratory Supplies

From normal school and college laboratory suppliers. Specially prepared kits can be obtained from the general police suppliers listed above.

AMERICAN ASSOCIATION OF JUNIOR COLLEGES
1315 SIXTEENTH STREET, N.W. □ WASHINGTON, D. C. 20036